DOCUMENT RESUME

ED 325 620 CE 055 036

TITLE An Assessment of the Sunshine State Skills and Industry Services Training Programs. Report 4.
INSTITUTION Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE 15 Feb 90
NOTE 73p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; Continuing Education; *Economic Development; Job Skills; *Job Training; *Labor Force Development; Program Effectiveness; Program Evaluation; Retraining; *School Business Relationship; Skill Development; *State Programs; Two Year Colleges; Vocational Education
IDENTIFIERS *Florida; Industry Services Training Program; Sunshine State Skills Program

ABSTRACT

This study examines the intent and operation of postsecondary education linkages with business and industry. Following an introduction, chapter II describes the Industry Services Training Program, which provides occupational training for jobs created by new, expanding, and diversified industry, and the Sunshine State Skills Program, which helps to form partnerships between community colleges and businesses to train new employees or help upgrade the competencies of present employees. It also describes related economic development initiatives within Florida and selected programs outside of Florida. Chapter III contains a description of the study design and findings from interviews conducted with economic development initiative constituencies, i.e., individuals representing local education agencies, business and industry, and state agencies. Chapter IV reviews the issues identified for this study and makes recommendations. Recommendations include: (1) to maintain the two programs, but to provide for closer coordination; (2) to provide training not already available in order to promote economic development; (3) to support only advanced technical skill training needs at a level commensurate with community college offerings; (4) to monitor the common training needs identified; (5) to continue use of the Targeted Industrial Cluster List; (6) to avoid company dependence on the program for staff development needs; and (7) to maintain data to evaluate program effectiveness. Appendixes include relevant statutes and interview questions. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AN ASSESSMENT OF THE STATE'S ESTIMATED SKILLS AND TRADE TRAINING NEEDS

U.S. DEPARTMENT OF EDUCATION

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Report and Recommendations of the Postsecondary Education Planning Commission

1990 - Report 4

POSTSECONDARY EDUCATION PLANNING COMMISSION

Michael D. Butler, Chairman
Altamonte Springs

Alan G. Pickett
Orlando

Thomas A. Heath
Auburndale

Ralph Haggas
Miami

Donald P. Kahn
Coral Gables

Robert G. Kerrigan
Pensacola

D. Burke Kibler, III
Lakeland

Thomas R. McGahee
Jacksonville

Robert B. Mautz
Gainesville

Tully Patrowicz
Mount Dora

Robert G. Stern
Gainesville

Carolyn M. Wilson
Tampa

Dr. William B. Proctor, Executive Director

The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as an advisory body to the State Board of Education on all postsecondary education matters. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation directed that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the State Master Plan; recommending to the Commissioner of Education proposals for support through the Postsecondary Cooperation Trust Fund; and periodically evaluating the State's 28 regional coordinating councils for vocational education, adult general education and community instructional services.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 210 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894.

POSTSECONDARY EDUCATION PLANNING COMMISSION

AN ASSESSMENT OF THE SUNSHINE STATE SKILLS AND INDUSTRY SERVICES TRAINING PROGRAMS

Prepared in Response to Specific Appropriation 587
of the
1989 General Appropriations Act
Chapter 89-253,, Laws of Florida

1990 - Report 4

February 15, 1990

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

I. INTRODUCTION 1

II. LINKAGES BETWEEN POSTSECONDARY EDUCATION AND ECONOMIC DEVELOPMENT 4

- Industry Services Training Program
- Sunshine State Skills Program
- Related Economic Development Initiatives in Florida
- Selected Programs Outside of Florida

III. STUDY DESIGN AND FINDINGS 20

- Methodology
- Findings
- Summary

IV. ISSUES AND RECOMMENDATIONS 27

- Program Consolidation
- Program Goals and Objectives
- Program Operating Procedures
- Program Effectiveness
- Conclusion

APPENDIX A Section 230.66, Florida Statutes, Industry Services Training Program
APPENDIX B Section 240.356, Florida Statutes, Sunshine State Skills Program
APPENDIX C List of Individuals Interviewed
APPENDIX D List of Interview Questions
APPENDIX E Postsecondary Vocational Education Program Levels
APPENDIX F Targeted Industrial Clusters

EXECUTIVE SUMMARY

In proviso language accompanying Specific Appropriation 587 of the 1989 General Appropriations Act, the Postsecondary Education Planning Commission was directed to:

> conduct a study of the Sunshine State Skills and Industry Services Programs. The study shall analyze the goals, objectives, operating procedures and any measurable indicators of the effectiveness of the two programs. The commission shall prepare a report and recommendations, including any consolidation or modification of the two programs, for submission to the State Board of Education and the Legislature by March 1, 1990.

To direct this study, the Commission Chairman appointed a Program Committee consisting of Commission members Robert Kerrigan, Chairman, Donald Kahn, Thomas Heath, and Tully Patrowicz. The Committee held five public meetings at which time information was presented on the Industry Services Training Program, the Sunshine State Skills Program, other industry and education partnership programs within and outside of Florida, and the findings from a series of interviews conducted with industry and education constituencies. Commission staff and members of the Senate Higher Education Committee collaborated on the research and writing of this report.

Postsecondary education plays a large role in supporting the State of Florida's goals for economic development. Training initiatives to meet the demands of new, changing and expanding businesses and industries within the State need to reflect foresight, flexibility and a close cooperative relationship with the business and industry served. Among the initiatives the State has adopted, the Sunshine State Skills Program and the Industry Services Training Program are two which target the provision of training to meet the employment needs of industry and the needs of the people of Florida for employment in jobs created by new, expanding, and diversified industry.

The Industry Services Training Program (ISTP) was established in 1967 by Chapter 67-604, Laws of Florida. Legislative intent, as stated in Section 230.66, Florida Statutes (Appendix A), was to provide occupational training for jobs created by new, expanding and diversified industry. Training programs funded through ISTP are to be supplementary to those offered in vocational-technical schools, community colleges, and other public school programs. The programs provide training for skilled and semiskilled operations requiring learning time of one year or less. Community colleges, public schools and universities are used to develop and implement the training programs. For 1989-90, the Legislature has appropriated $1.5 million comprised of General Revenue, and state and federal trust funds. The Department of Education, through the Division of Vocational, Adult, and Community Education, administers ISTP and provides technical services, curriculum development, instructional services, information and research, general program administration, central warehousing and transportation of equipment and supplies, and overall program direction. The Industry Services Advisory Council, authorized in Section 230.66, Florida Statutes, assists the Department of Education in carrying out the provisions of the act.

The Sunshine State Skills Program (SSSP) was created in 1985 by Chapter 85-196, Laws of Florida. Legislative intent, as expressed in Section 240.356, Florida Statutes, (Appendix B) was to provide a catalyst to bring together public community colleges and employers with specific training needs related to new, expanding, or diversifying business. The focus of this program is to improve the economy of the State by forming partnerships between community colleges and businesses to train new employees or help to upgrade the competencies of present employees. The program provides competitive grants to community colleges for the purpose of implementing instructional programs that target current and future employer requirements; the participating business is required to provide at least an equal amount of the grant award in matching funds. For 1989-90, the Legislature has provided $3.9 million from the Lottery trust fund to support the training programs. The State Board of Community Colleges administers the program with the advice of an Economic Development Advisory Committee appointed by the State Board of Education.

In conducting this study, the Commission reviewed issues related to program consolidation, program goals and objectives, program operating procedures, and program effectiveness. The Commission found that these two programs can and should serve as models for increased efficiency and effectiveness in ongoing job preparatory and supplemental postsecondary vocational education programs. The Commission's report calls for closer coordination between the advisory councils for the ISTP and SSSP, clearly delineating missions and improving policies and procedures for both programs, increasing communication with related vocational education entities, and increasing programmatic data collection to be used in measuring effectiveness. This review resulted in the following specific recommendations:

Recommendations:

1. **In order to enhance coordination and communication between the Industry Services Training Program and Sunshine State Skills Program, the following individuals should serve as full voting members of both the Industry Services Advisory Council and the Economic Development Advisory Committee: the Director of the Division of Economic Development of the Department of Commerce, the Director of the Division of Labor, Employment and Training of the Department of Labor and Employment Security, and the Directors of the Division of Community Colleges and the Division of Vocational, Adult, and Community Education of the Department of Education.** Staffs of the two programs should meet on at least a quarterly basis to review the efforts of both programs. In addition, the advisory groups should hold a joint meeting annually to address issues of mutual concern. To further improve coordination of these two discrete programs, the SSSP should be limited to providing training to upgrade the skills of employees of diversifying and expanding businesses already located in Florida. Quick start programs for new industry should solely be the responsibility of ISTP.

2. **The advisory councils for the two programs should exercise particular diligence to ensure that (a) training funded through the ISTP and SSSP is not already available through the local**

community college, school district, or private industry council, and (b) the training promotes economic development by providing specialized entry-level skills to new workers or supplemental skills to current employees whose job descriptions are changing or expanding. Training requested by business and industry which does not satisfy these criteria should be made available on a contractual basis, with the employer assuming the full cost of providing such training.

3. **The authorizing legislation for the SSSP should be clarified to specify that the program should only be used to support those advanced technical skill training needs which are at a level commensurate with the postsecondary vocational programs offered by community colleges.** From both the investigation of programs offered and as a result of public testimony, the Commission concluded that this has not always been the case and believes strongly that if the program is to be limited to the colleges then it should focus on vocational skills training which the colleges are uniquely authorized to provide. A taxonomy of such programs is maintained and annually updated by a joint core leveling committee representing school districts and community colleges.

4. **No additional SSSP funding should be made available for management/supervisory or health care training until a determination is made that appropriate curricula and instructional materials are not already available.** The Division of Community Colleges and Division of Vocational, Adult, and Community Education should cooperatively pursue the establishment of centralized libraries for instructional materials related to management/supervision and health care. Materials related to any other common training themes which may emerge in the future should also be maintained in a central location to encourage their reuse. The two Divisions should also sponsor or participate in statewide or regional meetings, in cooperation with the regional coordinating councils as well as statewide associations, for representatives from related business and industrial sectors, for the purpose of discussing mutual training needs and the training capabilities of the various educational delivery systems.

5. **Common training needs identified through the ISTP and SSSP should be continuously monitored by the Division of Vocational, Adult, and Community Education and the Division of Community Colleges.** Where these common training needs emerge, they should be communicated to the administrator responsible for ongoing vocational programs, incorporated into vocational education program reviews, and used as one of the criteria for assessing the adequacy and currency of the competencies included in job preparatory and supplemental courses. To assure comparability in trend analysis both the SSSP and ISTP should make use of the Standard Industrial Classification taxonomy in reporting their training.

6. **The Targeted Industrial Cluster List should continue to be used within the Industry Services Training Program and Sunshine State Skills Program.** The industries included on the Department of Commerce Targeted Industrial Cluster List have been selected for special attention by the Department of Commerce because they are particularly desirable additions to the State's economy. Projects which provide training to a targeted industry should receive a higher priority for funding than training for other areas of business and industry.

7. **The advisory councils for tne two programs should consider each company's ability to provide needed training when selecting projects for funding.** A high priority should be given to funding proposals from smaller companies with more limited training budgets than proposals from large national corporations. The continued existence of such smaller companies may be dependent on their ability to leverage state training funds. By contrast, major national corporations are typically able to support needed training programs without state funding, if necessary.

8. **The advisory councils for the two programs should exercise caution to assure that no single company becomes overly dependent upon ISTP or SSSP funding as a means to subsidize their ongoing staff development programs.** Multi-year funding of ISTP and SSSP training for a group of large companies limits access to these training funds for other smaller companies for whom these funds might be even more critical.

9. **Section 240.356, F.S., should be amended to provide an exemption to the Public Records law for proprietary materials developed as a result of an SSSP training project comparable to the language provided in Section 230.66, Florida Statutes. Sections 230.66, F.S., and 240.356, F.S., should be further amended to authorize the State of Florida to seek copyright protection for all instructional materials and ancillary written documents developed wholly or partially with state funds as a result of the conduct of an ISTP or SSSP training program.** In the case of materials considered by a business or industry to contain proprietary information, the State may grant exclusive license to the company for use of these materials. Such licensing agreements should prohibit the company from profiting from the sale of such materials. Copyright of materials not considered to be proprietary would enable the State to benefit from any royalty revenues resulting from the sale of such materials, when such sale was deemed appropriate by the State.

10. **The Economic Development Advisory Committee should continue to weigh the resources of companies to determine a balanced private matching fund package for an SSSP grant that would be commensurate with the company's ability to include a cash match of funding.** To avoid discouraging small companies with limited

cash resources from benefiting from an SSSP grant, the advisory committee should consider allowing such employers to claim the salaries and benefits of trainees during training time as part of their private matching fund requirement.

11. **Both the ISTP and SSSP should require that the name and social security number of each person trained through ISTP and SSSP funds be collected and maintained by the state agency responsible for administering these programs. A brief final report should be compiled on each ISTP and SSSP project funded.** This report should include, at a minimum, the total number of participants, completions, and placements; a narrative describing the type(s) of training provided; the cost per trainee; and comments on the quality of the training by a representative of the participating business or industry.

12. **In addition to program completions and placements other indicators of effectiveness should be developed and monitored in each program by the state agency responsible for administering these programs.** Indicators should include number of placed completions still employed six months after training, salary increases, changing job responsibilities, job site safety records, and documentation of changes or benefits within the postsecondary institution.

13. **ISTP and SSSP participant records should be routinely matched with school district and community college data bases to determine the extent to which FTE funding is being used in these programs.**

I. INTRODUCTION

In proviso language accompanying Specific Appropriation 587 of the 1989 General Appropriations Act, the Postsecondary Education Planning Commission was directed to:

> conduct a study of the Sunshine State Skills and Industry Services Programs. The study shall analyze the goals, objectives, operating procedures and any measurable indicators of the effectiveness of the two programs. The commission shall prepare a report and recommendations, including any consolidation or modification of the two programs, for submission to the State Board of Education and the Legislature by March 1, 1990.

To direct this study, the Commission Chairman appointed a Program Committee consisting of Commission members Robert Kerrigan, Chairman, Donald Kahn, Thomas Heath, and Tully Patrowicz. The Committee held five public meetings at which time information was presented on the Industry Services Training Program, the Sunshine State Skills Program, other industry and education partnership programs within and outside of Florida, and the findings from a series of interviews conducted with industry and education constituencies. Commission staff and members of the Senate Higher Education Committee collaborated on the research and writing of this report.

Postsecondary education plays a large role in supporting the State of Florida's goals for economic development. Training initiatives to meet the demands of new, changing and expanding businesses and industries within the State need to reflect foresight, flexibility and a close cooperative relationship with the business and industry served. Among the initiatives the State has adopted, the Sunshine State Skills Program and the Industry Services Training Program are two which target the provision of training to meet the employment needs of industry and the needs of the people of Florida for employment in jobs created by new, expanding, and diversified industry.

The Industry Services Training Program (ISTP) was established in 1967 by Chapter 67-604, Laws of Florida. Legislative intent, as stated in Section 230.66, Florida Statutes (Appendix A), was to provide occupational training for jobs created by new, expanding and diversified industry. Training programs funded through ISTP are to be supplementary to those offered in vocational-technical schools, community colleges, and other public school programs. The programs provide training for skilled and semiskilled operations requiring learning time of one year or less. Community colleges, public schools and universities are used to develop and implement the training programs. For 1989-90, the Legislature has appropriated $1.5 million comprised of General Revenue, and state and federal trust funds. The Department of Education, through the Division of Vocational, Adult, and Community Education, administers ISTP and provides technical services, curriculum development, instructional services, information and research, general program administration, central warehousing and transportation of equipment and supplies, and overall program direction. The Industry Services Advisory Council, authorized in Section 230.66, Florida Statutes, assists the Department of Education in carrying out the provisions of the act.

The Sunshine State Skills Program (SSSP) was created in 1985 by Chapter 85-196, Laws of Florida. Legislative intent, as expressed in Section 240.356, Florida Statutes, (Appendix B) was to provide a catalyst to bring together public community colleges and employers with specific training needs related to new, expanding, or diversifying business. The focus of this program is to improve the economy of the State by forming partnerships between community colleges and businesses to train new employees or help to upgrade the competencies of present employees. The program provides competitive grants to community colleges for the purpose of implementing instructional programs that target current and future employer requirements; the participating business is required to provide at least an equal amount of the grant award in matching funds. For 1989-90, the Legislature has provided $3.9 million from the Lottery trust fund to support the training programs. The State Board of Community Colleges administers the program with the advice of an Economic Development Advisory Committee appointed by the State Board of Education.

The Industry Services Training Program and the Sunshine State Skills Program share the goal to enhance the economic growth of the State and the employment opportunities for the people of Florida. To accomplish this goal, both programs link employers and postsecondary education in Florida in training partnerships limited to one year. The design of both programs provides for needs assessment for and evaluation of training programs by advisory councils consisting in part of representatives from the Department of Commerce and the Department of Labor and Employment Security. Four main differences stand out between these two programs including from what office they are administered, the institutions providing training, the industries targeted, and requirements of funding. Table 1 summarizes the similarities and differences between these two programs.

The mission of each program is to support economic development in Florida through the provision of training programs for new, expanding, and diversifying business and industry. As directed by the Legislature, the Commission is analyzing the goals, objectives, operating procedures and effectiveness of the two programs in achieving this common mission. Particular attention is being given to examining the potential for consolidation or modification of the two programs to enhance the effectiveness of supporting Florida's economic development goals through targeted training programs which meet the needs of business and industry and provide employment opportunities for the citizens of Florida.

This study examines the intent and operation of postsecondary education linkages with business and industry. Chapter II describes the Industry Services Training Program and the Sunshine State Skills Program. In addition related economic development initiatives within Florida and selected programs outside of Florida are described. Chapter III contains a description of the study design and findings from interviews conducted with economic development initiative constituencies. Chapter IV reviews the issues identified for this study followed by Commission recommendations.

TABLE 1

COMPARISON OF ISTP AND SSSP

ISTP	SSSP
Goals	
-to enhance economic growth and employment opportunities by linking industry and postsecondary education	-same
-provides for customized training programs limited to one year duration	-same
Provision for Needs Assessment and Evaluation	
-statute authorizes the appointment of an advisory council	-same
Administration	
-administratively housed in the Division of Vocational, Adult, and Community Education	-administratively housed in the State Board of Community Colleges
Institutions Providing Training	
-vocational-technical centers, community colleges, comprehensive high schools, and when necessary, any institution (public or private) which is willing and capable of providing training	-community colleges
Industries Targeted	
-new industries and businesses where Florida faces competition -restricted to providing training for skilled and semiskilled operations -quick response to training needs	-expanding or diversifying of existing businesses and industries -training skill level not restricted -planned training development through RFPs -recently initiated "quick response" process
Funding Requirements	
-funded through State and Federal funds -authorized to purchase equipment -can generate FTEs	-funded through State and business and industry matching funds -not authorized to purchase equipment -cannot generate FTEs

II. LINKAGES BETWEEN POSTSECONDARY EDUCATION AND ECONOMIC DEVELOPMENT

The 1982 **Master Plan for Florida Postsecondary Education** recognized the importance of completely trained and skilled workers and rapid worker training programs for special technical fields to encourage business and industry relocation to or expansion within Florida. The **Master Plan** stated that continuous attention is needed from the Department of Labor and Employment Security, the Department of Commerce, and the Department of Education to provide the timely and complete occupational supply and demand information essential for effective planning at state and local levels.

Florida's economy has traditionally been based on agriculture, tourism, and services to retirees. To encourage the diversification of Florida's economy each region of the state can focus economic development initiatives on its particular strengths. The **Master Plan** cited the potential for expanding international trade, electronics, and tourism in North Florida, high technology and finance in Central Florida, and international trade in Southeast Florida. It was forecasted that for the rest of this century there will likely be more specialization in the workplace to respond to the need for greater productivity and higher quality products and services. The **Master Plan** stated that:

> Such specialization will be fueled by technology and marked by constant change in the nature of specific occupations. The technician class will become more crucial to economic success, owing to the need for highly-trained people in specialized technical fields. Education of future technicians must be based on high-level technological demands and the likelihood of constant changes, which indicate continued upgrading and retraining. The great technical complexity and the need for occupational changes and retraining will require education that monitors the development of technical fields and recognizes the need for timely and efficient access.

The **Master Plan** recognized that to be successful in attaining its economic goals Florida must meet the needs of business and industry through the delivery of postsecondary education with the foresight and flexibility to adapt to a changing occupational landscape. The **Master Plan** underscored the importance of building a coordinated system of effective linkages among postsecondary education, business and industries, and the community. This chapter describes the Industry Services Training Program and the Sunshine State Skills Programs, both of which serve to link postsecondary education with the business and industry community. In addition related economic development initiatives within Florida and selected programs outside of Florida are described.

Industry Services Training Program

The Industry Services Training Program (ISTP) was established in 1967 by Chapter 67-604, Laws of Florida. Section 230.66, Florida Statutes, stated that ISTP was established under the Department of Education as a supplement to existing programs to provide training to meet the employment needs of industry and the needs of citizens of Florida for employment in jobs created by new,

expanding, and diversifying industry in the State. To qualify for funding through ISTP, training programs must be designed for skilled and semiskilled jobs and are limited to learning time of one year or less. Each training program is terminated when the training needs are met.

According to statute, training needs for ISTP are identified by the Division of Economic Development of the Department of Commerce, other state and local agencies, and business interests in the State. As authorized in Section 230.66, F.S., the Industry Services Advisory Council assists the Division of Vocational, Adult, and Community Education of the Department of Education in the administration of training programs. The Advisory Council consists of nine members: the Director of the Division of Economic Development of the Department of Commerce, who serves as chairperson; the Director of the Division of Labor, Employment, and Training of the Department of Labor and Employment Security; and seven members appointed by the State Board of Education from two or more names nominated for each position by the Commissioner of Education. The seven appointed members represent the private sector of Florida business and industry. They are expected to contribute their special knowledge, experience, and familiarity with the employment, training program, and industry needs in Florida. The composition of the seven council members represents the diverse industries of the State. The term of appointment for council members is four years and members serve without compensation or honorarium. The Director of the Division of Vocational, Adult, and Community Education, or his designee, serves as executive secretary for the council.

Section 230.66, F.S., provides that ISTP-funded projects are available as prescribed under regulations for operation on a statewide basis to assist any area in becoming more competitive in industry and economic development. Projects are funded only when training needs cannot be met through existing programs offered in vocational-technical schools, community colleges, and other public school programs. Training is provided through agreements between the district school board or community college board of trustees (or both boards) and the Department of Education.

In the event that a district school board or community college board is unable or unwilling to provide the needed training program, agreements for training can be made with any county or municipal agency or institution, or any other private or public institution which is willing to operate the training program. The Department of Education, through the Division of Vocational, Adult, and Community Education, administers ISTP and provides technical services, curriculum development, instructional services, information and research, general program administration, central warehousing and transportation of equipment and supplies, and overall program direction.

The Department of Education reimburses the institution providing training for costs incurred from the use or renting of facilities and instructional salaries. The Department of Education is authorized to procure equipment necessary for training, for which the title and control remain with the Department. However, upon completion of the training program, the Department of Education may transfer title for any equipment or lease the equipment to the appropriate district school board, the community college board, or the

Board of Regents. Equipment which is not leased or for which title is not transferred is returned to a warehouse for use in future training programs.

The Legislature appropriated $732,179 of General Revenue funds and $405,702 of lottery funds to ISTP in 1989-90. Combined with $369,000 received from the federal government, ISTP received a total of $1,506,881 in 1989-90. As of November 1, 1989, ISTP had funded 25 projects, 13 of which were with school districts and 12 with community colleges. In 1988-89, appropriations to ISTP amounted to $1,506,723 (total funds available equaled $1,575,081). In 1988-89, there were 31 projects that received additional funds from the Job Training Partnership Act (JTPA) and six joint projects with the Sunshine State Skills Program.

A total of 56 projects were funded in 1988-89 including 28 projects with school districts (50%), 26 with community colleges (46%), and two with universities (4%). The industry groups served by ISTP projects in 1988-89 included one project for the service industry, eight projects for the financial/office industry group, 44 projects for the manufacturing group, and three projects for the food industry group. During the past three years, 81 percent of ISTP projects have served the manufacturing industry group (see Table 2). During the same three years, 61 percent of the training provided focused on teaching specialized and technical skills (see Table 3).

During 1988-89, ISTP trained 2,679 participants and 2,580 participants have been hired (96%). At the time this report was compiled, eight projects were still in process. The cost of training per participant was $430 in 1988-89 and the total annual wages earned by participants placed in positions was $33,149,000.

Sunshine State Skills Program

The Sunshine State Skills Program was created in 1985. Section 240.356, Florida Statutes, states that SSSP is to act as a catalyst to bring together the community colleges of the state and employers with specific training needs related to new, expanding, or diversification of business. SSSP has primarily focused on providing training to existing employers who are expanding or diversifying their operations.

The program is administered through the State Board of Community Colleges and restricts educational links to the public community college sector. The Board is advised by an Economic Development Advisory Committee which is appointed by the State Board of Education. The Director of the Division of Economic Development of the Department of Commerce, the Director of the Division of Labor, Employment and Training of the Department of Labor and Employment Security, and the Director of the Division of Vocational, Adult, and Community Education all serve as nonvoting advisors to the Committee.

A participating employer is required to match State funds from SSSP grants with funding, equipment, or facility use. Participating employers are required to commit financial support equal to or greater than the requested amount for the SSSP grant. SSSP grants are limited to $150,000 per project and cannot be used to purchase equipment.

TABLE 2

INDUSTRY SERVICES TRAINING PROGRAM
PROJECT DISTRIBUTION BY TYPE OF COMPANY
1986-87 TO 1988-89

TYPE OF COMPANY	TOTAL FUNDS	PERCENT OF TOTAL FUNDS	PERCENT OF TOTAL PROJECTS
Manufacturing	**$2,466,024**	**63.0**	**81**
Metal	484,776	12.0	18
Marine	53,508	1.0	4
Manufacturing	979,504	25.0	26
Garment	265,058	7.0	10
Electronics	454,102	12.0	15
Automotive	35,000	0.8	1
Aeroframe	103,895	2.7	4
Aerospace	90,181	2.3	3
Agribusiness	**79,370**	**2.0**	**3**
Dairy	30,000	0.8	1
Timber	4,328	0.2	1
Meat Products	45,042	1.0	1
Financial/Office	**1,067,851**	**27.0**	**13**
Service	**307,982**	**8.0**	**3**
Public Service	57,833	1.5	1
Printing	236,870	16.2	1
Movies	13,279	0.3	1

Source: Department of Education, Division of Vocational, Adult, and Community Education.

TABLE 3

INDUSTRY SERVICES TRAINING PROGRAM
PROJECT DISTRIBUTION BY TYPE OF TRAINING PROVIDED
1986-87 TO 1988-89

TYPE OF TRAINING	TOTAL # OF PROJECTS	PERCENT OF TOTAL PROJECTS
Specialized/Technical	107	61
Basic Skills	14	8
Management/Supervisory	26	15
Basic Computer/Clerical	20	12
Other (1)	7	4
TOTAL	**174** (2)	

(1) Projects involving the use of training coordinators, the printing of brochures and curriculum development.
(2) The total number of projects is greater than the actual number of projects since in some projects, training deals with more than one training area.

Source: Department of Education, Division of Vocational, Adult, and Community Education.

Applications for grants are made by community colleges to the SSSP by submitting a proposal for a program of skills training and education, including a description of the program and the type of training to be provided, a cost statement, a statement of and evidence in support of employment need for the program, and a description of the technical and financial support received or to be received from the employer. The State Board of Community Colleges with advice from the Economic Development Advisory Committee awards SSSP grants on a competitive basis. The State Board of Community Colleges in conjunction with business organizations is authorized to sponsor an annual conference to promote the purposes of the SSSP and to increase communication and cooperation among interested government and employer constituencies.

Since its creation in 1985, SSSP has provided grants to varied types of companies for varied types of training. Table 4 provides a breakdown of projects by type of company and Table 5 provides a breakdown of projects by type of training provided.

TABLE 4

SUNSHINE STATE SKILLS PROGRAM
PROJECT DISTRIBUTION BY TYPE OF COMPANY
1985-86 TO 1988-89

TYPE OF COMPANY	TOTAL STATE FUNDS	% OF TOTAL STATE FUNDS	% OF TOTAL PROJECTS
Manufacturing	$3,618,187	44	46
Health Care	970,993	12	18
Wholesale/Retail Food	452,264	6	7
Airlines	556,626	7	4
Finance & Insurance	429,368	5	6
Agriculture/Horticulture	112,979	1	3
Retail	49,464	1	1
Miscellaneous Other	1,962,427	24	15

Source: Senate Higher Education Committee Staff Analysis of State Board of Community Colleges' Files.

TABLE 5

SUNSHINE STATE SKILLS PROGRAM
PROJECT DISTRIBUTION BY TYPE OF TRAINING PROVIDED
1985-86 TO 1988-89

TYPE OF TRAINING	TOTAL # PROJECTS	PERCENT OF TOTAL PROJECTS
Specialized/Technical	90	59
Basic Skills (a)	8	5
Management/Supervisory (b)	42	27
Basic Computer/Clerical (c)	13	9

(a) Basic Skills Training includes business English and business math and foreign language instruction.
(b) Management and Supervisory Training includes stress management, time management, conflict resolution, team building, and grant writing.
(c) Basic Computer/Clerical Training includes basic personal computer software use, clerical skills, telephone skills, etc.

Source: Senate Higher Education Committee Staff Analysis of State Board of Community Colleges' Files.

Related Economic Development Initiatives in Florida

The following initiatives are examples of the wide variety of major state level programs and strategies related to education and economic development in Florida. Complete information on most of these was originally compiled by the Florida Education and Industry Coalition (FEIC) in its document **Guide To Programs In Florida Which Link Higher Education with Economic Development**. The Coalition is an innovative partnership administered by the Florida Chamber of Commerce which serves as a forum through which business and education leaders jointly develop policies and programs to strengthen Florida education at all levels.

The Coalition sponsors seminars, research and policy analysis, conferences, workshops, and task forces to identify how business and education can work together to promote educational excellence and economic development. In response to emerging trends in Florida's economy, education enrollment, the expansion of technology, corporate support and interest in education, the FEIC acts as a statewide liaison to contribute to shaping public policy as it affects shared concerns of educators and the business community.

The Florida High Technology and Industry Council

Established in 1983, the Council is composed of members drawn from government, education and the private sector, such as: the Governor, the Commissioner of Education, a member of the House of Representatives, a member of the Senate, and key leaders in Florida's business and academic communities. The Council is charged with advising the Governor, Legislature and State Board of Education about policy and priorities for high technology programs and services, and assisting the efforts of private organizations and other governmental agencies with the establishment of training programs. Council activities include the following:

University Research Grants. The Council administers $7.1 million appropriated from the Legislature in 1989 to fund innovative high technology research projects that encourage industry-university partnerships. Sixty-five projects were selected to receive funding through the $4.6 million appropriated in 1988. Industry match funding for the 1988 projects was $6.1 million.

Vocational Education Projects. The Council established teams of industry experts to develop electronics training programs for Florida's vocational centers and community colleges. Presently there are 37 operating Centers of Electronic Emphasis, five centers for Autotronics Specialization, and eleven Centers of Electronic Specialization which use an automated, turnkey package of instruction and state-of-the-art equipment. The graduate placement rate of these centers is 95 percent, with average starting salaries for completers being $24,000. The reported range of salaries for completers is $16,000 to $30,000.

Conferences and Seminars. The Council sponsors various conferences and seminars designed to promote high technology economic development within the state. Among these have been a conference on the Strategic Defense Initiative, the Florida Artificial Intelligence Research Symposium, the Florida Superconductivity Conference, the Florida Commercial Space Conference,

the North Florida Economic Development Conference, the Florida Microelectronics Symposium, and PROCIEM (Productivity through Computer Integrated Engineering and Manufacturing).

Technology Transfer. The Council assists the State Board of Community Colleges and the Division of Vocational, Adult, and Community Education in administering the Manufacturing Technology Transfer Project, funded by the legislature at $1.2 million in 1989 for the purpose of training vocational and community college students in state-of-the-art manufacturing technologies. The Council is also responsible for carrying out the provisions outlined in a memorandum of understanding between the National Aeronautical and Space Administration (NASA) and the State that will enable Floridians to benefit from technological advancements developed for America's space program.

Other New Initiatives. A small disadvantaged business project initiated by the Council this year will assist small businesses and minority-owned businesses to compete for subcontracts from prime contractors. The Council has formed an organization comprised of prime contractors in Florida to provide technical assistance in areas such as quality of product, cost, and reliability.

The Council also offers services to high technology companies, individuals, and scientists in the areas of personnel placement, transfer of technology from the laboratory to industry, and venture capital for high technology enterprises.

Governor's Commission on Space

The Commission was created to assess Florida's future in space, and to provide recommendations on how to strengthen Florida's position as a leader in the space industry. The final report of the Commission entitled **Steps to the Stars**, contains recommendations regarding the important roles universities and industry have to play in the development of space commerce in Florida. Recommendations for strengthening higher education include: expansion and addition of space-related curricula, funding of the Florida Undergraduate Scholar's Fund, funding to network the Florida State University supercomputer, and formation of an Institute for Space Science and Technology including creation of Space Centers of Excellence. Governor Martinez has approved initial implementation of all recommendations of the Commission.

Office of Business and Citizen Partnerships

In 1987, the Florida Department of Education created the Office of Business and Citizen Partnerships to promote and coordinate activities of the Business Partnership Program, School Volunteer Programs and International Education Program. Activities include:

- Development and promotion of the Florida Compact, a pact between business and education designed to keep thousands of Florida students in school by guaranteeing jobs to potential dropouts if they stay in school;

- Establishing the Business Partnership Recognition Program to recognize and reward outstanding business partnerships;

- Establishing a clearinghouse for exemplary district, organizational and corporate educational partnership programs;

- Administration of Business Partnership Challenge Grant Program. These grants go to districts but must be matched by private funds; and

- Administration of School Volunteer Grant Program. The dollars go to school districts for support of local volunteer programs.

ACCESS, The Education Clearinghouse for Economic Development

ACCESS, the Education Clearinghouse for Economic Development, is a centralized database and information dissemination center which serves as a single point of access for information regarding education, training, research and staff development resources. The information services and products of ACCESS are available at no charge to all individuals and organizations in the public and private sector to promote and facilitate education and economic development efforts on a statewide, regional, and local level. Using a variety of resources and computerized systems, the Clearinghouse seeks to provide information in four areas:

- Postsecondary Education Programs and Services;

- Education and Business Partnerships or Cooperative Programs at Secondary and Postsecondary Education Institutions;

- Faculty and their areas of expertise and research; and

- Individuals in the private sector who can act as consultants, speakers and trainers.

ACCESS provides the following services:

- Survey and research assistance;

- Personalized information packets consisting of pertinent data and referral information to appropriate contact people and agencies; and

- Communication and linkage assistance for questions and recommendations between individuals in education, government and private sectors.

Bureau for Career Development

The Bureau, within the Division of Vocational, Adult, and Community Education, acts as the Florida career information delivery system by providing students with a variety of career, education/training, financial assistance and military information. Each year, more that 300,000 students and adults searching for career direction access CHOICES, the state's computerized career, placement, education/training and student financial aid information system. CHOICES is available in many high schools, community colleges, vocational-technical and rehabilitation centers, universities and correctional

institutions. It contains Florida-based information on some 1200 occupations and 11,000 daily-updated job openings. The educational information section includes admissions, courses, program and other data related to Florida's postsecondary schools and colleges. Information is also provided about some 2700 sources of financial aid representing some 180 million dollars annually for Florida students. In addition to CHOICES, the Center supports Florida VIEW (a microfiche career, educational and financial aid system); the Cooperative Agency Placement System (CAPS); TIPS (employability and life skills software for microcomputers); HELP (microcomputer software for localized placement support); Pre-VIEW (microcomputer/microfiche career information for middle school students) and a variety of printed products, including the *Career and Educational Planning Guide.*

Florida Occupational Information System (FLOIS)

FLOIS serves as a common data system for Florida to be used by education, training, employment and economic development planners, in a variety of agencies and programs. Emphasis is placed on ensuring a current and comprehensive occupational information system through available combined agency resources, and through standardizing definitions to allow compatibility among various agency sources of data. Efforts are made to increase awareness among data users as to what resources are currently available and how they can be utilized most effectively. FLOIS links with the Labor Market Information Coordinating Council (LMICC) of the State Job Training Coordinating Committee, which serves as the FLOIS governing committee.

NASA - Southern Technology Applications Center (STAC)

STAC is a network of technology transfer resources and expertise located at universities throughout the southeastern United States and headquartered at the University of Florida. STAC helps scientists, researchers and business leaders solve their most perplexing problems, research their ideas, secure funding, explore alternative technologies and define markets. With access to more than 1400 worldwide databases, STAC provides a way for the southern business community to profit from the information explosion.

Major activities include:

- Worldwide Information Research;
- Consultant Recruitment through Florida Research Profiles Database;
- Development of In-house Databases to Manage Information, Research and Expertise;
- Facilitating the Use of NASA Expertise, Equipment and Facilities;
- Commercialization of Space;
- Commercialization of University-based Technology; and
- Incubators/Innovation Center Promotion.

Florida Engineering Education Delivery System (FEEDS)

Started in 1983, FEEDS delivers graduate educational programs and continuing educational programs to practicing engineers. FEEDS grew out of the Genesis program of the late 1970s, and operates through a statewide network of university cooperative efforts. Six graduate engineering colleges or primary centers (at Florida Agricultural & Mechanical University/Florida State University College of Engineering, Florida Atlantic University, Florida International University, University of Central Florida, University of Florida, and University of South Florida) produce video-tapes of master's degree engineering course offerings. These tapes are sent to university and industry sites throughout the state. Mentors, provided on-site, show the tapes in a classroom setting and facilitate discussions among the degree or nondegree seeking students.

State Job Training Coordinating Council (SJTCC) and Private Industry Councils (PIC)

The Council acts as the primary advisor to the Governor on issues of job training, employment, and other Job Training Partnership Act (JTPA) responsibilities. The SJTCC is composed of thirty-six members appointed by the Governor, with at least 51 percent representing private industry. The Council is responsible for establishing and adjusting criteria for statewide coordination of the many activities funded through the federal Job Training Partnership Act. These criteria guide all agencies and organizations receiving JTPA funds. The SJTCC certifies that local employment and training plans are consistent with these criteria.

The SJTCC criteria require maximum utilization of data resources to meet management information and labor market information needs. The Labor Market Information Coordinating Committee of the SJTCC oversees programs which provide these occupational data resources. The supply and demand information is used by employment and education planners, business and industry, and others interested in determining where occupational growth will occur.

Private industry councils are established throughout the state in twenty-four Service Delivery Areas (SDAs) to carry out JTPA programs. The PIC is appointed by the chief elected officials of the area served, and is composed of 51 percent private industry representatives.

PICs determine what employment skills are needed in their communities, and then use federal funds to establish local training programs that provide the disadvantaged unemployed with the skill to match identified local employment needs. Educational institutions and other private or public organizations submit proposals to the PIC to provide training and placement.

Satellite Network

Established in 1985 following a feasibility study by the Postsecondary Education Planning Commission, the Satellite Network is a coordinated group of teleconference sites located in the 28 community college regions. The sites serve as receiving and viewing stations for teleconferences broadcasted via satellite, under the jurisdiction of the governing board of that institution.

The Network is coordinated at the state level by the State Department of Education.

There is a computerized scheduling system for Network facilities through the State. Once the needs of the teleconference have been identified, statewide scheduling may be accomplished in minutes. The teleconferences can make use of two-way audio communication via telephone. Telephone equipment at local sites can be connected simultaneously by using an audio bridge located at Satellite Network headquarters in the Department of Education.

Selected Programs Outside of Florida

The Florida Education and Industry Coalition compiled a report in March 1987 entitled **Linkages Between Higher Education and Economic Development: Selected Programs Outside Florida** which identifies many programs that focus on economic development issues though regional, state, and multi-state cooperative organizations. These programs may provide a variety of services such as research and development, state policy formation, marketing and management analysis, and human resources training. Since the Industry Service Training Program and the Sunshine State Skills Program focus on training initiatives, this paper will present brief descriptions of programs identified in the Coalition report with a comparable focus from outside of Florida.

Massachusetts

The Bay State Skills Corporation (BSSC) was created in 1981 by the Massachusetts Legislature with the mandate to increase the supply of skilled workers needed by the state's industries. The BSSC mission is to "increase opportunities for gainful employment, assist in promoting a productive and expanding economy, encourage the flow of business and industry support to educational institutions, and otherwise improve the prosperity and general welfare of the inhabitants of Massachusetts." In 1988, BSSC awarded $4.355 million, leveraged $1.9 million in private sector contributions, funded 50 programs and prepared 4,239 people for successful, full-time, long-term, employment. The BSSC inspired Florida's Sunshine State Skills Program; however, the two programs have significant differences. For example, the Bay State Program involves all types of educational institutions while the Florida program is limited to a single sector.

The BSSC has been described as an economic development tool, an educational foundation, and a venture capital firm dedicated to providing seed money for new industry-education partnerships. The BSSC invests in educational institutions and funds technology transfer programs, which strengthen the ability of these institutions to respond to the rapidly changing needs of industry. It also helps to create some common ground between business and education, at all levels. By serving as a funding entity, BSSC awards contracts on a competitive basis to educational institutions which develop partnerships with private companies that jointly train and educate a broad spectrum of people: those on welfare, college or university students, and displaced homemakers.

The BSSC administers four separate program activities which share the common theme of partnerships and preparing people for employment. The first program

is the Industry Responsive Program, which requires a 50/50 public/private funding match. The Industry Responsive Program funds partnerships, which train and educate any individual, that integrate the expertise of the entire educational spectrum from community-based organizations to vocational schools, community colleges, colleges, and universities. The second BSSC program, Employment and Training CHOICES, is targeted specifically for welfare recipients and has been a major player in the effort to bring welfare recipients into the workforce. The third program, Displaced Homemaker Program, services only displaced homemakers, primarily women, who because of death, divorce or loss of public assistance must now enter the workforce and who need counseling, education and training assistance to become economically self-sufficient. The fourth BSSC program, Special Institutes, brings faculty from higher education together with industry to update faculty skills and increase the competitiveness of educational course offerings.

The BSSC is a quasi-public corporation governed by an 18-member board of directors whose members are drawn from government, business and industry, education and training institutions, labor, and the public at large. Each member of the board is appointed by the governor. By law, the board meets quarterly and has the responsibility to set the direction for the corporation and approve all expenditures of funds. It is also a forum where ideas are exchanged, where philosophies about the role of the public and private sectors in economic development are discussed at length, and where the mandate for change, experimentation, and risk taking is encouraged. The BSSC staff assist in developing concepts, linking business and educational partners, implementing programs, and monitoring progress. Industry partners donate equipment, instructors, materials, and curriculum advice; all of which is matched with the BSSC grants, and helps to keep training programs in tune with rapidly changing technology.

California

The Employment Training Panel (ETP) has served California since 1983 by utilizing public and private training agencies and working with business and labor groups to train workers for available jobs. The ETP works with businesses, individually or in groups, to devise training programs which are implemented by business or community colleges. Trainees must be receiving unemployment insurance benefits, or have recently exhausted benefits, or be unemployed or employed, but threatened by layoff. The Panel pays for training through a simple performance-based contract after the trainees go to work. If the trainees are not employed for 90 days after the program ends, ETP does not pay the training expenses. Since 1983, $116.7 million has been provided from the Unemployment Insurance Fund (0.01 percent annually) for the Panel.

A second program in California, the Technology Exchange Center, is a nonprofit, private service corporation which serves as an intermediary between industry and vocational training institutions in the Orange County area. The Center tries to assure that vocational training programs are designed and delivered to industry specifications. The Center was organized by a coalition of over 200 chief executives from business and industry, education, local government, and organized labor. It is governed by a 23-member board of directors consisting of chief executives from its various membership groups. The Center identifies critical skills shortages and determines the best

training provider with an existing program or with the willingness to initiate curriculum development for a new program designed to meet the technical training need. Revenue to fund the Center is generated on an individual contract basis.

Ohio

The EnterpriseOhio program is a statewide network that links business and industry to the state's 53 public community colleges, technical colleges, and university regional campuses. The program, which has been in operation for approximately three and one-half years, is administered through the Board of Regents and has received strong industry response. EnterpriseOhio offers flexible, customized, substantive education and job training at the two-year colleges to meet the employee development needs of rapidly changing technology. Each college recruits businesses and industries through its own contacts, and negotiates the terms of the individual training contracts. The colleges are encouraged to contract for matching funds from the businesses and industries; and the program is currently moving toward requiring a minimum percentage of matched funds. The colleges are encouraged to share equipment and faculty resources among the various campuses. The Ohio Legislature appropriated $2.2 million to support the program in 1989, based on a $4.4 million biennial appropriation. This appropriation supports funding at three levels: $55,000 to local efforts based on an approved plan to enhance the capability to provide training; $785,000 to partnership proposals that are awarded on a competitive basis having been ranked by external reviewers for addressing the state's strategic plan at the regional level; and $800,000 to support the statewide infrastructure of the program. The colleges receive additional funds from their individual training contracts. Through EnterpriseOhio partnerships, colleges share curriculum, equipment, faculty and support resources to more effectively meet the human resource development needs of business and industry.

Pennsylvania

The Ben Franklin Partnership Fund (BFP) was created by the Pennsylvania General Assembly in 1982. It was established as an investment in the state's future, designed to support the development and application of advanced technology initiatives to strengthen the Commonwealth's economy and to develop effective partnerships between universities and the private sector. The Partnership supports a wide range of initiatives and programs intended to lead to job creation, diversification of the Commonwealth's economy, creation of new advanced technology enterprises, improvement in the competitive ability of young, small technology-oriented companies, and development of a technologically-skilled work force.

The BFP is managed by a 15-member board which includes representatives from the business community, education, labor, the General Assembly and state government. The board establishes policy and administrative guidelines for the program and has final approval for all grants and investments. The BFP board has established four regional Technology Centers, through which most BFP investments are made. These centers, located at major research universities, are directed by boards composed of private industry executives as well as university officials. This decentralized system of local decision making

responsibility is one of the unique aspects of the BFP program. The BFP program is portrayed as a competitive-based program where the centers compete with each other for state funding based on the merits of their annual proposals; however, it is unclear to what degree any competition occurs. The allocation of funds has been based on a funding formula developed by the BFP board that has tended to equalize funding among the centers.

The General Assembly appropriated $31.5 million to the BFP program in 1988-89. The largest share of the Commonwealth funds has been invested in the Challenge Grant Program for Technological Innovation. Challenge Grants provide state funds for industry-matched grants for research and development and entrepreneurial development, as well as education and training activities. In 1987-88 the General Assembly appropriated $30 million to BFP, of which $28.45 million funded Challenger Grants. Twelve percent of the Challenger Grant funds were spent on education and training. Institutions eligible for education and training funds include higher education institutions, vocational technical schools, school districts and private schools, nonprofit corporations, local development districts, and private for-profit organizations.

The Partnership assisted in the establishment of 131 new startup companies with 1693 jobs reported created and 1468 jobs retained during 1987-88. Overall, 1209 companies have been assisted by BFP in creating 8649 jobs and retaining 6914 jobs for a total of 15,563 jobs created or retained through BFP assistance. In addition to the Challenger Grants, the Commonwealth has a number of other programs designed to promote technology and business growth.

A recent internal evaluation of the Ben Franklin Partnership identified two major challenges needing to be faced over the next several years: making certain the program is operated in as flexible and effective fashion as possible at the local level and in a way which involves the full participation of the private sector and the business community; and maximizing the contribution that BFP investments make to the Commonwealth's economy.

Multi-State

The UAW-Ford Motor Company Employee Development and Training Program (EDTP) was established in 1982, through collective bargaining between the UAW and Ford workers. The EDTP provides training, retraining, and career development opportunities for active and displaced Ford employees. The program is coordinated by a national center, but operates at the plant level. The EDTP has various service components including career planning, tuition assistance, college counseling and life experience credit, basic skills, improvement and targeted training. In some locations consortia of colleges and universities have formed in order to attract and serve UAW-Ford "clients." The program is funded through collective bargaining agreements.

Summary

The review of programs outside of Florida that focus on training initiatives provides examples of funding mechanisms and program components that may warrant consideration for integration into the Industry Service Training Program or the Sunshine State Skills Program. The funding mechanisms that

appear to be of particular interest are (1) funding training programs from the Unemployment Insurance Fund, and (2) reimbursing training costs only if trainees were employed for at least 90 days after program completion. The program components present in other states that appeared to be of particular interest are (1) using university faculty to provide research expertise, (2) updating faculty competencies through training in industry, (3) establishing regional centers to determine the competitive award of grants and to establish a regional strategic plan for development, and (4) focusing training on special interest groups such as displaced homemakers or unemployed workers, and people dependent on public assistance.

This chapter described the Industry Services Training Program, the Sunshine State Skills Program, related economic development initiatives in Florida, and selected programs outside of Florida. Based on this descriptive information, interview questions were written for representatives from local education agencies, business and industry, and state agencies. Chapter III provides a summary of the interviews conducted with these three groups.

III. STUDY DESIGN AND FINDINGS

The Commission staff worked in conjunction with staff from the Florida Senate Higher Education Committee who are examining the Sunshine State Skills and Industry Services Training Programs as an interim project. The efforts of Senate staff are recognized as representing a significant portion of the design and findings of this study.

Methodology

In order to collect comprehensive information on the Sunshine State Skills Program and Industry Services Training Program, interviews were conducted with selected community college and school district staff responsible for administering these two programs, representatives from business and industry who had participated in training provided through the programs and staff from the Division of Community Colleges, the Division of Vocational, Adult, and Community Education, the Department of Commerce, the Department of Labor and Employment Security, the Florida High Technology and Industry Council and the Florida Chamber of Commerce. (See Appendix C for the list of individuals interviewed.) In selecting businesses and industries to be interviewed, an attempt was made to include large and small companies engaged in a variety of enterprises including manufacturing, services, health care, entertainment, lodging and retail sales. Standard lists of questions were developed to structure the interviews with local education agencies, business and industry and state agency and association contacts. (See Appendix D for the list of interview questions.)

Findings

Synopses of the findings are provided for the local education agencies, business and industry companies, and state agencies where interviews were conducted in conjunction with this study. A list of individuals interviewed is contained in Appendix C.

Local Education Agencies

The three school districts and four community colleges represented during the interviews responded with precisely the same answers when asked to describe the similarities and differences between the Sunshine State Skills Program (SSSP) and the Industry Services Training Program (ISTP). All of those interviewed described both programs as mechanisms to provide training tailored to the needs of a specific business or industry which is so specialized that it cannot be provided through the ongoing vocational job preparatory and supplemental programs of the school districts and community colleges. ISTP was described as being designed to provide a quick response to the training needs of businesses which are newly located in Florida, while SSSP's objective is to serve the training needs of expanding and diversifying businesses already located in the State. Two respondents noted, however, that in some cases SSSP funding has been provided to train the initial pool of employees for companies that had just located in Florida. All respondents were aware that SSSP projects are funded competitively through an RFP process, while ISTP funding is distributed as individual needs are identified on a "first-come-first-served" basis. Interviewees also stated that SSSP provides

training for professional advancement or upgrading in a number of fields some of which are technically complex. In contrast, ISTP is intended to provide training for entry level positions at varying skill levels. It was also noted that SSSP requires an industry match of state funds, and that state funds provided through the SSSP cannot be used to purchase equipment.

None of the community colleges where interviews were conducted have ever reported any of the trainees participating in SSSP projects as full-time equivalent students for the purpose of generating additional state funding through the Community College Program Fund, which is a practice that is specifically prohibited by the State Board of Community Colleges. In contrast, individuals trained through ISTP may be reported by the school districts and community colleges as full-time equivalent students in the vocational program and generate additional state funding through the Florida Education Finance Program and Community College Program Fund. Accurate records of the extent to which this takes place are not maintained. Estimates range from 20 percent to almost 100 percent for ISTP participants. In addition to training conducted through ISTP and SSSP, two of the community colleges reported offering a wide array of specialized training programs to business and industry on a contractual basis with the company paying the entire cost associated with the training. One community college representative noted that some of the programs funded through SSSP in the past should have been paid for entirely by the participating company because the training did not result in the hiring of new employees or the upgrading of current employees. In this respondent's opinion, training which does not meet either of these two criteria is inconsistent with the economic development goal of the SSSP.

The school districts and community colleges use a variety of techniques to identify companies with training needs and to promote their ability to provide specialized training. These include calling on companies new to their service area, advertising in business publications, direct mail and membership in local chambers of commerce and other business and economic development associations. In the case of ISTP, contacts are typically made through the Department of Education ISTP staff and staff of the Florida Department of Commerce.

When asked how individuals are selected for training, the respondents stated that individuals trained through ISTP are usually recruited and screened through Florida Job Services offices. Whenever feasible, persons who are eligible to receive federal funding under the Job Training Partnership Act (JTPA) are recruited. Individuals receiving training through SSSP are usually recruited by the business or industry directly, in the case of new hires, or selected by the company to receive training if they are current employees.

School districts and community colleges recruited trainers for ISTP and SSSP projects from a variety of sources. For some projects, faculty already employed by the educational institution have the necessary expertise to conduct the training. In other cases, employees of the company for which the training is being provided are employed by the school district or community college on an adjunct basis for the duration of the program. Public and private university faculty with specialized expertise have been employed to develop training materials and design assessment tests for some programs. One

community college reported that they have found it difficult to hire trainers from business and industry because of an institutional policy limiting compensation to any instructor to a maximum of $15 per hour.

When asked whether they were able to incorporate any of the curricula or instructional materials developed for ISTP or SSSP projects into the ongoing vocational job preparatory or supplemental programs, one community college and two of the school districts reported that the curricula and materials were usually too specialized to be reused. Additionally, these materials may contain proprietary information that the company, for which the training program was designed, would not wish to have available to its competitors. One community college reported being able to make extensive use of curricula and instructional materials originally developed through SSSP projects. For example, a program in computer-integrated manufacturing has been incorporated into this college's electronics program which is based largely on a curriculum developed for private company training through SSSP. The same college has also instituted a new associate degree program in film as an outgrowth of training originally conducted under SSSP projects with MGM and Universal Studios, and has incorporated SSSP project training modules for critical care nursing into its ongoing continuing education program in nursing.

The school districts and community colleges reported maintaining some data on students trained through SSSP and ISTP projects, but the kinds of data collected varied from program to program and among educational institutions. The state ISTP staff requests that the name and social security number of all ISTP trainees be collected by the educational institution providing the training. The Division of Community Colleges does not require that any specific data be collected on SSSP trainees. Of the three community colleges where interviews were conducted, one maintains information on the total number of individuals trained under each SSSP project, a second college collects the name and social security number of each SSSP trainee, and the third was unsure of what, if any, data they collected on SSSP trainees.

Neither the ISTP or SSSP require that any formal evaluation of program effectiveness be conducted. Some school districts do follow-up on ISTP trainees after several months to determine if they are still employed in the job for which they were trained. Some ISTP and SSSP projects have included pre and post-tests to assess skills acquisition and surveys of trainees and employers to determine their satisfaction with the training provided. The decision whether to employ any of these procedures is at the discretion of the educational institution, the company and the trainer. The state ISTP staff conducts interviews with the employer and educational institution during the course of each ISTP project to monitor project activities and identify and rectify any problems.

The community colleges and school districts where interviews were conducted offered a variety of suggestions concerning how the SSSP could be improved. Two of the community colleges objected to the current policy imposed by the State Board of Community Colleges that limits the amount of indirect costs which can be supported by SSSP funds to eight percent. The colleges also criticized the SSSP advisory board's policy of incrementally reducing the amount of trainee salaries and benefits which can be claimed by the employer as part of the private matching fund requirement for the SSSP. These colleges

feel that an employer's willingness to provide release time to employees while they are trained is indicative of the employer's commitment to the training program and should not be discouraged. One college expressed interest in being able to conduct ISTP and SSSP projects for longer than the one year currently allowed for each program. One community college applauded the policy recently adopted by the Sunshine State Skills Program Economic Development Advisory Board to reserve $100,000 of the 1989-90 state appropriation to fund "quick response" projects on a noncompetitive basis. Another community college and one school district had concerns about this new policy, however, fearing it will blur the distinction between ISTP and SSSP.

One community college stressed that the SSSP Economic Development Advisory Board needs to continue to be diligent in its commitment to recommending that SSSP funding be provided only to those proposals which will provide specialized training that is not available through the ongoing vocational programs. This college expressed some concern that, in the past, the advisory board and State Board of Community Colleges may have funded some proposals which did not meet the intent of the Sunshine State Skills Program legislation in order to assure that as many community colleges as possible received some SSSP funds. Another community college expressed that in the past, the SSSP advisory committee has appeared to place too much emphasis on funding proposals to provide training to the manufacturing and high technology sectors, while placing too little priority on proposals involving the service sector. One community college objected to a new policy adopted by the SSSP advisory committee which will lower the maximum funding for any single project funded in 1989-90 from $200,000 to $150,000. One community college recommended changing the manner in which SSSP funds are distributed from a competitive basis to an entitlement basis. This respondent proposed that SSSP funds be restricted to the provision of training in priority industry and business sectors designated annually by either the Legislature or the State Board of Education in cooperation with the Department of Commerce.

Finally, all of the school district representatives interviewed recommended modification of the SSSP to allow school districts to participate in this program. School districts argue that if the community colleges and universities are eligible to compete for the delivery of training funded through the ISTP, there is not sound rationale for limiting SSSP training to programs provided by community colleges. One district director of vocational education suggested that the ISTP and SSSP should be combined into one program administered by the Division of Vocational, Adult, and Community Education.

One school district representative also cited Rule 6A1.0502, FAC, as an impediment to the use of the industry employees and other private experts as trainers for ISTP programs conducted by school districts. This rule authorizes school districts to employ persons who do not possess Florida teaching certificates to serve in an instructional capacity, but prevents each noncertified instructor from providing more than 160 clock hours of instruction during a fiscal year. This rule poses a problem for those ISTP training programs which involve more than 160 hours of instruction and which can most effectively be delivered by noncertified trainers.

Business and Industry

Six of the eight companies where interviews were conducted have ongoing employee training programs. These companies have sought additional assistance through either the ISTP or SSSP for one of two reasons: either a major expansion or restructuring had occurred within the company which necessitated a training program of a magnitude and complexity which the company's own training staff could not accommodate, or the company training staff had the requisite technical skills to provide the training but needed the assistance of experts in areas such as instructional design, curriculum development and testing and measurement. In the case of five of the eight companies' training programs, the trainers were company employees, as opposed to school district, community college or university faculty.

The companies interviewed had learned about the ISTP and SSSP through the local community college, the local job service office or through the local chamber of commerce. When asked why they had decided to offer training through the ISTP or SSSP, rather than by contracting directly with individual faculty to provide expertise or by enrolling their employees in an ongoing vocational training program, all of the companies mentioned the cost savings afforded them by both programs. The ability to leverage company funds as a match to state resources was particularly critical to the two smaller companies who stated that they would not have been able to provide the training they needed to remain competitive in their industry without the ISTP and SSSP programs. One of these small companies is in a rural area and is in direct competition for skilled workers with several other local employers. In the past, this company has paid the fees to send newly hired employees to the area vocational-technical center for basic training. Too often, however, upon completing their training these individuals would leave to work for another firm which could pay higher wages. By providing training through ISTP, the company has tailored the training specifically to their manufacturing process, and maximized the retention rate of new hires.

All of the companies interviewed expressed a high degree of satisfaction with the ISTP and SSSP. One corporate representative stated that in addition to receiving SSSP support through a community college he had also discussed training needs with the local school district area center. However, he approached this later institution with caution because he "wanted to avoid jeopardizing the company's relationship with the college." Several suggestions were provided to improve the quality of both programs. Two companies suggested holding regional conferences at least annually of companies in a common business or industry sector for the purpose of sharing training curricula and materials developed with ISTP and SSSP funding. Such conferences would acquaint companies with the training capabilities of public education institutions and promote the reuse of already available training modules and materials. This recommendation is consistent with the Division of Community College's plan to establish centralized libraries of training materials developed with SSSP funding in areas such as nursing and supervision and management. Only one of the companies interviewed said that training materials developed for them with either ISTP or SSSP funds contained proprietary information which they would not wish to have available to the public.

One firm which has participated in an SSSP program suggested that a state policy be developed to address ownership of the copyright for instructional materials developed with ISTP and SSSP funds. This firm has been approached by several firms outside of Florida that have expressed an interest in purchasing their training materials. If these materials are copyrighted by the Florida Department of Education, the royalty revenue accruing to the state as a result of the use of these materials could be used to augment the ISTP and SSSP programs. Two companies encouraged the state to be more aggressive in marketing and promoting its vocational and technical training resources.

When asked what, in addition to ISTP and SSSP, the state can do to meet the private sector's need for qualified employees, three of the six companies interviewed mentioned that more must be done to improve the basic communications and computations skills of the work force. Four companies reported that they have had difficulty finding employees with the basic skills required for entry-level positions. One company expressed concern that students at all levels of the educational delivery system are getting antiquated career counseling. This is of particular concern to the burgeoning film industry, which fears that most counselors know nothing about career opportunities in the film and entertainment industries. A related concern was also expressed by several employers who stressed that as Florida's economy continues to diversify, more must be done to assure that vocational job preparatory and supplemental programs reflect the needs of a labor market which has changed dramatically in the past twenty years and which will continue to undergo change. As one director of human resource development remarked, "What Florida needs is more precision computer chip fabricators and fewer auto body mechanics."

State Agency Representatives

Interviews were conducted with state agency staff primarily to gain an understanding of how the Sunshine State Skills and Industry Services Training Programs are managed and operated. In general, agency representatives agreed that the two programs are operating successfully and should remain separate. Only one Department of Education staff recommended combining the two programs.

Several changes were suggested to make both programs more efficient. ISTP staff noted that occasionally, a local education agency does not expend all of its ISTP allocation on a given training project. Section 230.66, F.S., does not require local education agencies to return unexpended funds to the department, however. Specific statutory authority to collect unexpended ISTP project funds from local education agencies would enable DOE to reallocate these funds to support additional projects.

Representatives from two agencies who are responsible for economic development activities noted that better data should be collected and retained on ISTP and SSSP program effectiveness. One individual suggested that follow-up studies should be conducted after each ISTP and SSSP project to determine (a) if trainees for new positions were still employed six months after training, and (b) if training for current employees results in an increase in salary or a change in a job responsibilities. Two interviewees stated that it is as important to assess what the educational institution had learned from an ISTP or SSSP project as it is to measure the benefits derived by trainees.

The point was repeatedly stressed that one of the major values of the ISTP and SSSP is that both programs provide inducements for educators to work on a close and sustained basis with business and industry. Such occasions can and should provide an opportunity for educators in vocational and occupational programs to reasses their own skills and the competencies included in ongoing vocational programs. Several agency staff, noted, however, that if ISTP and SSSP training is conducted by adjunct faculty or special consultants hired only for the duration of a project, this opportunity to revise and update ongoing vocational programs is lost.

Summary

The findings from the interviews suggest that the local education agencies, business and industry firms, and state agency representatives recognize the distinctions between ISTP and SSSP, and support the preservation of those distinctions. A number of areas were raised during the interviews where clarification or examination of State policy was suggested. For example, clarification was suggested for what expenses qualify for matching funds; the limitations imposed on indirect costs, instructor salaries, SSSP programs to community colleges, and duration of training; the manner in which decisions for the distribution of funds are made; the reclamation of unexpended ISTP funds; the nature of program effectiveness evaluation recommended; and the copyright ownership of curricular and program materials. In addition, the interviews reflected a wide variety in the type and amount of data currently being collected concerning trainees. Data collected could include name and social security number for trainees, completion rate of participants, placement and advancement information for completers, and sustained employment of completers.

During the interviews, a suggestion was made that regional conferences be held for common business and industry sectors with education agency providers to enhance the exchange of program needs and availability information. Business and industry firms expressed their need for finding employees with improved basic communication and computation skills. A final concern was expressed by a number of employers for vocational job preparatory and supplemental programs to reflect the needs of the continuously changing labor market in Florida.

IV. ISSUES AND RECOMMENDATIONS

The Commission's study provides a policy review and status report on State initiatives to provide training to meet the employment needs of industry and the needs of people in Florida for employment in jobs created by new, expanding, and diversified industry. Issues and recommendations relating to program consolidation, program goals and objectives, program operating procedures, and program effectiveness for the Sunshine State Skills and Industry Services Training Programs are addressed in the following sections.

Program Consolidation

The issue of consolidation of the two programs was specifically raised in the legislative charge for this study. Differences between the objectives, kind of training provided and kinds of clients served by the Industry Services Training Program and Sunshine State Skills Program appear to be as much a function of perception as of reality. Both programs, as authorized by law, provide training to new, expanding and diversifying business and industry. While training provided through the ISTP tends to be for entry-level jobs for new employees, a significant number of projects funded by the SSSP have also provided training for relatively low-technology, low-salaried new employees. As the SSSP expands and matures and funding is provided for noncompetitively funded, "quick response" training projects for companies, the distinction between the ISTP and SSSP is becoming further blurred. This is not to say that the two programs cannot complement one another. In a number of cases ISTP and SSSP resources have been coordinated to provide both "quick response" and continuing customized support. North Florida Holstein, Pratt Whitney, American Express and Sallie Mae (Student Loan Marketing Association) are examples of corporations which have benefited from this approach.

The Commission explored whether business and industry access to specialized training might be simplified if such training were brokered by a single administrative entity at the state level. A single appropriation could be made by the Legislature for such training and a portion of such funds could be reserved for allocation on a "quick-response" basis. The balance of funding could be distributed on the basis of competitive grants. School districts, community colleges, universities and private educational institutions would be equally eligible to participate in this unified program, based upon each delivery system's ability to provide the necessary training. Such a program could logically be administered by the Division of Vocational, Adult, and Community Education, Bureau of Industry Services. Other possible locations would be the Division of Community Colleges or the Office of Business Partnerships under the Commissioner of Education.

Based on the information available to the Commission and the public testimony received, the popularity of the two programs as they presently exist does not appear to warrant a total reorganization. In fact, such a move might prove to be counterproductive. An alternative approach which in the view of the Commission does have merit would be to maintain the two programs where they are currently assigned but provide for closer coordination between their respective advisory councils. Formally designating several core members to serve on both groups would further enhance consistent communication between the two programs. These individuals should include the Director of the

Division of Economic Development of the Department of Commerce, the Director of the Division of Labor, Employment and Training of the Department of Labor and Employment Security, and the Directors of the Department of Vocational, Adult, and Community Education and the Division of Community Colleges.

Recommendation:

1. **In order to enhance coordination and communication between the Industry Services Training Program and Sunshine State Skills Program, the following individuals should serve as full voting members of both the Industry Services Advisory Council and the Economic Development Advisory Committee: the Director of the Division of Economic Development of the Department of Commerce, the Director of the Division of Labor, Employment and Training of the Department of Labor and Employment Security, and the Directors of the Division of Community Colleges and the Division of Vocational, Adult, and Community Education of the Department of Education.** Staffs of the two programs should meet on at least a quarterly basis to review the efforts of both programs. In addition, the advisory groups should hold a joint meeting annually to address issues of mutual concern. To further improve coordination of these two discrete programs, the SSSP should be limited to providing training to upgrade the skills of employees of diversifying and expanding businesses already located in Florida. Quick start programs for new industry should solely be the responsibility of ISTP.

Program Goals and Objectives

The enabling legislation for the Sunshine State Skills Program contains no restrictions on the level of training to be provided under its auspices. However, based on testimony in support of the program when it was created and the results of interviews and testimony in connection with the current study, it is clear that the program is intended to focus on customized training at a technical level generally higher than can be provided by school district area vocational technical centers. In fact, this was a principal argument raised against the suggestion that the program be expanded to include school districts in the applicant pool.

The staff review of actual projects funded through SSSP found that many of the projects funded address highly technical skills in such areas as critical care nursing, psychiatric training and film production. At the same time the review revealed that some of the training provided through the SSSP appears to be neither particularly specialized nor unique. Examples of such training include conversational Spanish, business English and mathematics, basic personal/micro-computing, basic management and supervisory skills. With regard to the level of training, a number of colleges have received SSSP support for training air conditioning installers, florists, cable television installers, welders, and laborers. Such training is typically available through ongoing vocational job preparatory and vocational supplemental programs of the community colleges and school district area vocational technical centers as well as through private industry councils. Providing this kind of basic training through the SSSP may be highly beneficial to an

employer because it saves the company money. Training provided at the worksite is also convenient. However, this kind of training does not justify limiting the SSSP created to community colleges exclusively. For the past several years both the community colleges and schools have worked cooperatively for a common taxonomy which would provide for consistency in the level at which training for particular occupations is to be provided. Certificate programs which may be offered by either college or school districts are labeled **postsecondary adult** while training limited to the college level is designated as **postsecondary vocational**. A sample of this taxonomy is included in Appendix E. Use of this classification system would enable the resources available through SSSP to focus on those activities which the community colleges are uniquely authorized to provide.

Recommendations:

2. **The advisory councils for the two programs should exercise particular diligence to ensure that (a) training funded through the ISTP and SSSP is not already available through the local community college, school district, or private industry council, and (b) the training promotes economic development by providing specialized entry-level skills to new workers or supplemental skills to current employees whose job descriptions are changing or expanding.** Training requested by business and industry which does not satisfy these criteria should be made available on a contractual basis, with the employer assuming the full cost of providing such training.

3. **The authorizing legislation for the SSSP should be clarified to specify that the program should only be used to support those advanced technical skill training needs which are at a level commensurate with the postsecondary vocational programs offered by community colleges.** From both the investigation of programs offered and as a result of public testimony, the Commission concluded that this has not always been the case and believes strongly that if the program is to be limited to the colleges then it should focus on vocational skills training which the colleges are uniquely authorized to provide. A taxonomy of such programs is maintained and annually updated by a joint core leveling committee representing school districts and community colleges.

Since the inception of SSSP, approximately 32 percent of the projects funded have provided management and supervisory training which appears to be very similar in scope and content, regardless of the business or industry for which this training is designed. Similarly, approximately 12 percent of SSSP funds have been used for health care training which appears to be very similar among participating hospitals and health care providers. To date, there has been very little, if any, sharing and reuse of instructional materials developed for these projects, despite the Division of Community College's efforts to create a centralized repository of SSSP instructional materials at Central Florida Community College. The ISTP program also could benefit from improved communication regarding similarities among the programs it supports. In view of the increasing role of the regional coordinating councils in planning for

vocational and adult education, these entities could assist in any efforts to disseminate information about ISTP and SSSP. Another approach would be to work with other organizations such as the State Hospital Association to disseminate information to interested employers.

Recommendation:

4. **No additional SSSP funding should be made available for management/supervisory or health care training until a determination is made that appropriate curricula and instructional materials are not already available.** The Division of Community Colleges and Division of Vocational, Adult, and Community Education should cooperatively pursue the establishment of centralized libraries for instructional materials related to management/supervision and health care. Materials related to any other common training themes which may emerge in the future should also be maintained in a central location to encourage their reuse. The two Divisions should also sponsor or participate in statewide or regional meetings, in cooperation with the regional coordinating councils as well as statewide associations, for representatives from related business and industrial sectors, for the purpose of discussing mutual training needs and the training capabilities of the various educational delivery systems.

Training funded through ISTP and SSSP is supplemental to existing public postsecondary vocational education in Florida. In 1987-88 ongoing postsecondary vocational programs in school districts and community colleges were funded at $179,486,916 and $211,672,366 respectively (see Table 6). Curriculum planners for ongoing vocational programs are responsible for integrating training to meet demands for new skills requirements in the workplace.

As has been mentioned, an examination of training projects funded since the creation of the SSSP, and to a lesser extent, the ISTP, reveals certain patterns of similar training needs within specific business, industry and service sectors. Identifying and monitoring these common training "themes" can be a valuable device to enable vocational educators to keep abreast of current changes and emerging technological applications in the workplace. The close contact, which both the ISTP and SSSP provide between business and industry and vocational educators, and the flexibility of these two programs afford an excellent mechanism for the assessment and revision of the competencies included in ongoing vocational job preparatory and supplemental programs. In this way the funds available for ISTP and SSSP can be used to leverage the resources for ongoing vocational training at the postsecondary level (over $391 million including over $51 million for supplemental training which is defined as updating or upgrading skills of current employees). Since SSSP funds are administered by a number of offices at individual institutions, e.g., the dean of the open campus or dean of continuing education, some encouragement may be needed to share program information with the administrator responsible for the curriculum of ongoing vocational programs.

TABLE 6

PUBLIC POSTSECONDARY VOCATIONAL EDUCATION IN FLORIDA
ENROLLMENT AND EXPENDITURES
1987-88

DELIVERY SYSTEM	PROGRAM CATEGORY	FULL-TIME EQUIVALENT (FTE) ENROLLMENTS[1]	TOTAL EXPENDITURES[2]	EXPENDITURES PER FTE
School Districts	Adult Job Preparatory	35,859	147,020,143	4,100
	Adult Supplemental	10,181	32,466,773	3,189
	Subtotal	46,040	179,486,916	
Community Colleges	Postsecondary Vocational	33,005	158,589,025	4,805
	Postsecondary Adult Vocational	8,604	34,295,544	3,986
	Supplemental	5,229	18,787,797	3,856
	Subtotal	46,838	211,672,366	
	TOTAL	**92,878**	**391,159,282**	

[1]School district FTE are unweighted.

[2]From all fund sources.

Sources: 1987-88 Program Cost Analysis Reports 1 and 2, Division of Public Schools; and Tables 5 and 26, The 1989 Fact Book, State Board of Community College.

Recommendation:

5. **Common training needs identified through the ISTP and SSSP should be continuously monitored by the Division of Vocational, Adult, and Community Education and the Division of Community Colleges.** Where these common training needs emerge, they should be communicated to the administrator responsible for ongoing vocational programs, incorporated into vocational education program reviews, and used as one of the criteria for assessing the adequacy and currency of the competencies included in job preparatory and supplemental courses. To assure comparability in trend analysis both the SSSP and ISTP should make use of the Standard Industrial Classification taxonomy in reporting their training.

The Department of Commerce maintains and periodically updates a listing of targeted industrial clusters. These groupings of interrelated businesses are selected as priorities by the Department of Commerce because they are "high value added" enterprises which create better jobs and higher incomes for Florida citizens, have a strong potential for growth and expansion and do not compromise the quality of life in the state. Currently identified industrial clusters are the information, biomedical, aerospace and defense, instrument and control; tourism; business and financial service; apparel and textile; lumber, wood products and furniture; agriculture and food processing; sports-related; and recycling industries (Appendix F). Once targeted, industries become priorities for all aspects of Department of Commerce activity including industrial recruitment, small business assistance, business financing and international trade.

Recommendation:

6. **The Targeted Industrial Cluster List should continue to be used within the Industry Services Training Program and Sunshine State Skills Program.** The industries included on the Department of Commerce Targeted Industrial Cluster List have been selected for special attention by the Department of Commerce because they are particularly desirable additions to the State's economy. Projects which provide training to a targeted industry should receive a higher priority for funding than training for other areas of business and industry.

Program Operating Procedures

A significant portion of SSSP and ISTP funding has been provided for training for major national and international corporations such as Martin-Marietta, Grumman Aerospace, Motorola, Harris, Eastern Airlines and McDonnell-Douglas. As major employers with multi-million dollar budgets, these corporations are clearly invaluable assets to the state's economy. The state should make every effort to provide the training needed by such companies to remain profitable and competitive. In allocating limited state resources for specialized business/industry training, it is important, however, to remember that the majority of Floridians are employed by small businesses with limited, if any, capability to budget for employee training. The ability to leverage state training funds through private matching is often the only way that smaller companies can provide needed training for their employees.

Recommendation:

7. **The advisory councils for the two programs should consider each company's ability to provide needed training when selecting projects for funding.** A high priority should be given to funding proposals from smaller companies with more limited training budgets than proposals from large national corporations. The continued existence of such smaller companies may be dependent on their ability to leverage state training funds. By contrast, major national corporations are typically able to support needed training programs without state funding, if necessary.

Section 230.66, Florida Statutes, limits the length of training projects funded by the ISTP to a maximum of one year. Although the SSSP enabling legislation does not specifically limit the duration of each training program, this program is also intended to provide specialized training which can be completed in a relatively short period of time and the Division of Community Colleges has limited the training time for each project funded to approximately one year. Examination of the ISTP and SSSP files indicates repeated examples of the same company receiving funding in several years for training through either ISTP, SSSP or both programs. For example, Martin-Marietta received ISTP funding for projects in 1982-83, 1984-85, 1985-86, and 1986-87. Martin-Marietta also participated in SSSP training in 1988-89 and 1989-90. Similarly, Grumman participated in ISTP training in 1984-85, 1985-86, and 1986-87. This same company benefitted from SSSP training in 1985-86, 1987-88 and 1989-90. There are numerous other examples of companies which have received either SSSP or ISTP funded training, or both, for three years.

Recommendation:

8. **The advisory councils for the two programs should exercise caution to assure that no single company becomes overly dependent upon ISTP or SSSP funding as a means to subsidize their ongoing staff development programs.** Multi-year funding of ISTP and SSSP training for a group of large companies limits access to these training funds for other smaller companies for whom these funds might be even more critical.

Section 230.66, F.S., provides an exemption to the Public Records law for any material developed during the course of an ISTP training project which contains proprietary information. No comparable provision is contained in Section 240.356, Florida Statutes, for materials created as a result of SSSP projects. Both sections of statute are also silent on who owns curricula and other materials developed as a result of ISTP and SSSP training projects. This issue has been handled on an ad hoc basis to date. Companies who do not wish training materials developed for them to be reused because they contain proprietary information have been allowed to keep these materials and use them as they see fit. In at least one case, a major corporation for whom a multi-year SSSP project was provided retained all of the training materials and subsequently sold them to other companies. In other cases, companies have had no proprietary interest in training materials and the materials have subsequently been made available to other educational institutions and the general public for potential reuse. The issue of ownership and disposition of materials developed with ISTP and SSSP funds should be clarified in statute so that a consistent state policy can be implemented.

Recommendation:

9. **Section 240.356, F.S., should be amended to provide an exemption to the Public Records law for proprietary materials developed as a result of an SSSP training project comparable to the language provided in Section 230.66, Florida Statutes. Sections 230.66, F.S., and 240.356, F.S., should be further amended to authorize the State of Florida to seek copyright**

protection for all instructional materials and ancillary written documents developed wholly or partially with state funds as a result of the conduct of an ISTP or SSSP training program. In the case of materials considered by a business or industry to contain proprietary information, the State may grant exclusive license to the company for use of these materials. Such licensing agreements should prohibit the company from profiting from the sale of such materials. Copyright of materials not considered to be proprietary would enable the State to benefit from any royalty revenues resulting from the sale of such materials, when such sale was deemed appropriate by the State.

Section 240.356 (1), F.S., requires that "a participating business must match the grant amount in the form of funding, equipment, or facility use." However, it has been the practice in some SSSP projects for employers to claim the salaries and benefits of trainees during training time as a significant part of their private matching fund requirement. Although this practice may be viewed as providing strong incentive for employers to form partnerships with community colleges, the SSSP advisory committee has formed policy which incrementally reduces the ability of employers to match funds in this manner. The Commission wishes to commend the SSSP advisory committee's policy to restrict employers from claiming the salaries and benefits of their employees while being trained or retrained to the exclusion of providing matching funds. The Commission believes that using salaries and benefits as part of the private industry match without providing a similar level of matching funds is not in the spirit of an industry and education partnership and not consistent with the legislative intent to require private match funding.

Recommendation:

10. **The Economic Development Advisory Committee should continue to weigh the resources of companies to determine a balanced private matching fund package for an SSSP grant that would be commensurate with the company's ability to include a cash match of funding.** To avoid discouraging small companies with limited cash resources from benefiting from an SSSP grant, the advisory committee should consider allowing such employers to claim the salaries and benefits of trainees during training time as part of their private matching fund requirement.

Program Effectiveness

The state agency staff responsible for administering the ISTP and SSSP do not presently maintain all the data needed to evaluate the effectiveness of either program. ISTP staff collect the name and social security number of each trainee. However, it is often difficult to determine what kind of training was provided for each ISTP project by examining the information contained in the ISTP project files. The files maintained by the Division of Community Colleges on SSSP projects usually have descriptions of the training provided, but it is frequently difficult to determine how many persons were actually trained by SSSP by examining data maintained at the state level or by the community colleges.

While the number of participants who are trained and subsequently placed can be useful indicators of effectiveness, other measures may also be appropriate. For example since SSSP focuses primarily on current employees most programs report a placement rate of 100 percent. Other indicators such as employee turnover, inventory loss, or job site safety records may also be helpful.

Finally, the information collected (e.g., social security number) could assist in verifying whether program participants are being reported for FTE funding through either the Florida Education Finance Program (school districts) or the Community College Program Fund.

Recommendations:

11. **Both the ISTP and SSSP should require that the name and social security number of each person trained through ISTP and SSSP funds be collected and maintained by the state agency responsible for administering these programs. A brief final report should be compiled on each ISTP and SSSP project funded.** This report should include, at a minimum, the total number of participants, completions, and placements; a narrative describing the type(s) of training provided; the cost per trainee; and comments on the quality of the training by a representative of the participating business or industry.

12. **In addition to program completions and placements other indicators of effectiveness should be developed and monitored in each program by the state agency responsible for administering these programs.** Indicators should include number of placed completions still employed six months after training, salary increases, changing job responsibilities, job site safety records, and documentation of changes or benefits within the postsecondary institution.

13. **ISTP and SSSP participant records should be routinely matched with school district and community college data bases to determine the extent to which FTE funding is being used in these programs.**

Conclusion

Postsecondary education plays a large role in supporting the State of Florida's goals for economic development. Training initiatives to meet the demands of new, changing and expanding businesses and industries within the State need to reflect foresight, flexibility and a close cooperative relationship with the business and industry served. Among the initiatives the State has adopted, the Sunshine State Skills Program and the Industry Services Training Program are two which target the provision of training to meet the employment needs of industry and the needs of the people of Florida for employment in jobs created by new, expanding, and diversified industry.

In conducting this study, the Commission reviewed issues related to program consolidation, program goals and objectives, program operating procedures, and program effectiveness. The Commission found that these two programs can and

should serve as models for increased efficiency and effectiveness in ongoing job preparatory and supplemental postsecondary vocational education programs. The Commission's report calls for closer coordination between the advisory councils for the ISTP and SSSP, clearly delineating missions and improving policies and procedures for both programs, increasing communication with related vocational education entities, and increasing programmatic data collection to be used in measuring effectiveness.

APPENDIX A

Section 230.66, Florida Statutes
Industry Services Training Program

229.85 Industry services training program.—

(1) There shall be established under the Department of Education a supplemental program to provide training to meet the employment needs of industry and the needs of the citizens of Florida for employment in jobs created by new, expanding, and diversified industry in the state. These needs shall be identified by the Division of Economic Development of the Department of Commerce, other state and local agencies, and business interests in the state.

'(2)(a) To assist the department in carrying out the provisions of this act, there is created the Industry Services Advisory Council, which shall consist of nine members. The council shall consist of the Director of the Division of Economic Development of the Department of Commerce, who shall serve as chairman, the Director of the Division of Labor, Employment, and Training of the Department of Labor and Employment Security, and seven members appointed by the State Board of Education pursuant to s. 20.15(5) from two or more names nominated for each position by the Commissioner of Education. The seven members shall represent private-sector Florida business and industry and should have special knowledge, experience, and familiarity with employment and training programs or industry needs in Florida. Members of the council shall, insofar as possible, represent the diverse industries of the state. Each appointive member shall be appointed for a term of 4 years, except that in case of a vacancy the appointment shall be for the unexpired term. Any of the appointive members of the council may be removed for cause. The Director of the Division of Vocational, Adult, and Community Education, or his designee, shall serve as executive secretary. Members of the council shall serve without compensation or honorarium but shall be entitled to receive reimbursement for per diem and traveling expenses as provided in s. 112.061.

(b) The Industry Services Advisory Council shall:

1. Meet at the call of its chairman, at the request of a majority of its membership, at the request of the division, or at such times as may be prescribed by its rules.

2. Advise the Director of the Division of Vocational, Adult, and Community Education of the Department of Education in the administration of the industry services training programs and have such other duties as may be prescribed by rules of the State Board of Education.

(3) The programs of vocational education under this act shall be supplementary to those offered by vocational-technical schools, community colleges, and other public school programs and shall be operated on a statewide basis to assist any area to become more competitive in industrial and economic development; however, no program may be made available to any area except as prescribed under regulations of the state board. The program prescribed in this act shall be concerned only with training for skilled and semiskilled operations requiring learning time of 1 year or less, and each such training program shall terminate when training needs have been met.

(4) The Department of Education shall administer the programs and shall provide for technical and engineering services, curriculum development, instructional services, information and research, general program administration, central warehousing and transportation of equipment and supplies, and overall program direction and shall provide an adequate staff to carry out an effective training program for industry.

(5) Training programs under the provisions of this act may be carried out on the basis of agreements between the district school board or the community college district board of trustees, or both such boards, and the department. Under such agreements, the district school board or the community college district board of trustees, or both such boards, may make available the facilities of vocational-technical programs, community colleges, or temporary rented facilities and shall pay all instructional salaries in accordance with the salary schedule established by the state agency in agreement with the district school board or the community college district board of trustees, or both such boards, without consideration of the duly adopted salary schedule of the district school board or community college district board of trustees for regular instructional personnel, except that service of teachers employed in such training programs as temporary employees shall not be counted as years of service toward a contract. All expenses incurred by a district school board or community college district board of trustees under such agreement in providing the services prescribed by this act shall be reimbursed by the state from funds appropriated for this purpose.

(6) In the event a district school board or community college district board of trustees refuses or is unable to provide the training program, the department may enter into a cooperative agreement with any state agency or institution, any county agency or institution, any municipality or municipal agency, or any institution, public or private, which is willing to operate the training program.

(7) Persons employed in the programs shall be exempt from the requirements for certification, except as may be prescribed by rules of the state board.

(8) Under the provisions of this act, the Department of Education is authorized to procure equipment as necessary to carry out adequate training programs. Title to and control of such equipment shall be vested in the Department of Education. Whenever the training program has been concluded, the Department of Education in its discretion shall have the option to transfer title to the district school board, community college board of trustees, or Board of Regents on behalf of a specific state university in which the equipment is physically located. The department may also lease such equipment to the district school board, community college board of trustees, or Board of Regents for a period not to exceed 1 year. Such lease may provide for automatic renewal. Either party to a lease renewed pursuant to this subsection shall have the right to cancel the lease upon a 60-day notice in writing. Any equipment for which no title transfer or lease exists shall be returned to a warehouse reserve and shall become available for use in any area of the state in which a training program exists that creates a need for such equipment.

(9) Notwithstanding the provisions of s. 119.14, when creating a program of industry services training under contract with the Department of Education, materials that relate to methods of manufacture or production, potential trade secrets, business transactions, or

proprietary information received, generated, ascertained, or discovered by the employees of the department, district school boards, community college boards of trustees, or other entities with whom the department is authorized to contract pursuant to this section in the development or implementation of the training program shall be exempt from the provisions of s. 119.07(1), except that the department shall make available, upon request, the title and description of the training project, the name of the client corporation for which the training program is developed, and the amount and source of the funding provided for the training project. This exemption is subject to the Open Government Sunset Review Act in accordance with s. 119.14.

(10) The Department of Education, after consulting with the Industry Services Advisory Council, shall recommend to the state board of education any and all regulations necessary to implement and carry out the provisions of this act.

(11) To assist in carrying out the provisions of this act, the Department of Education is hereby authorized to accept grants of money, materials, services, or property of any kind from a federal agency, private agency, corporation or individual upon such terms and conditions as such federal agency, private agency, corporation or individual may impose.

History.—ss. 1-11, ch. 87-404; ss. 15, 17, 35, ch. 88-108; s. 1, ch. 88-300; s. 70, ch. 72-221; s. 1, ch. 73-383; s. 1, ch. 78-20; s. 4, ch. 78-323; s. 11, ch. 79-7; s. 50, ch. 79-164; ss. 7, 8, ch. 79-261; ss. 1, 2, 3, ch. 81-71; s. 135, ch. 81-259; ss. 1, 4, ch. 82-46; s. 2, ch. 82-242; s. 6, ch. 83-174; s. 2, ch. 83-285; s. 6, ch. 84-84; s. 2, ch. 85-75; s. 38, ch. 88-156; s. 1, ch. 88-262.

Note.—Repealed effective October 1, 1991, by s. 1, ch. 82-46, as amended by s. 2, ch. 83-285, and s. 6, ch. 84-84, and scheduled for review pursuant to s. 11.611 in advance of that date.

APPENDIX B

Section 240.356, Florida Statutes
Sunshine State Skills Program

240.385 Sunshine State Skills Program.—

(1) [1]The Sunshine State Skills Program is hereby created to act as a catalyst to bring the community colleges of the state and employers with specific training needs related to new, expanding, or diversification of business. The program shall provide grants to community colleges for the purpose of providing instructional programs that coincide with targeted current and future employer requirements. A participating business must match the grant amount in the form of funding, equipment, or facility use.

(2) The program shall be operated by the State Board of Community Colleges with the advice of an Economic Development Advisory Committee appointed by the state board under its rules. The Director of the Division of Economic Development of the Department of Commerce shall serve as an advisor to the committee. The committee shall review applications and make recommendations to the State Board of Community Colleges regarding the approval of grants for the Sunshine State Skills Program.

(3) The State Board of Community Colleges in conjunction with business organizations shall sponsor an annual conference which will promote the purposes of the Sunshine State Skills Program and increase communication and cooperation among agencies of federal, state, and municipal government and all interested institutions, persons, firms, or corporations concerned with business and industry, economic development, employment, skills training, and education.

(4) The State Board of Community Colleges with advice from its Economic Development Advisory Committee shall provide grants to community colleges, not in excess of $200,000 per grant; however, the grant funds shall not be used for the purchase of equipment. The commitment of financial support from participating business and industry shall be equal to or greater than the amount of the requested grant.

(5) An application from a community college for the Sunshine State Skills Program shall contain a proposal for a program of skills training and education, including a description of the program and the type of skills training or education to be provided; a statement of the total cost of the program and a breakdown of the costs associated with personnel, facilities, and materials; a statement of the employment need for the program and evidence in support thereof; a statement of the technical assistance and financial support for the program received or to be received from business and industry; and such other information as the State Board of Community Colleges shall request.

(6) To assist in carrying out this act, the State Board of Community Colleges and each community college are authorized to accept grants of money, materials, services, or property of any kind from a federal agency, private agency, corporation, or individual, upon such terms and conditions as such federal agency, private agency, corporation or individual may impose.

History.—s. 15, ch. 85-195.
[1]Note.—This sentence appears as enacted by s. 15, ch. 85-195.

APPENDIX C

List of Individuals Interviewed

LIST OF INDIVIDUALS INTERVIEWED

Local Education Agency Representatives

Ms. Gloria Pickar, Dean of the Open Campus, Seminole Community College

Ms. Patricia Rowell, Project Manager, Seminole Community College

Dr. Lewis Baber, Dean of Career Education, Gulf Coast Community College

Dr. Pamela Whitelock, Dean of Lifelong Learning, Gulf Coast Community College

Ms. Dianne Granger, Coordinator, Sunshine State Skills Program, Gulf Coast Community College

Dr. Harold Gamm, Dean of Economic Development, Hillsborough Community College

Dr. JoAnn Weaver, Project Director, Hillsborough Community College

Mr. Joseph Stephens, Associate Superintendent for Postsecondary Vocational, Adult, and Community Education, Orange County School District

Mr. Robert Clark, Director, Mid Florida Technical Institute, Orange County School District

Ms. Claudia Stephens, Supervisor, Industry Services, Hillsborough County School District

Dr. Joan Tiller, Dean of Occupational Education, Valencia Community College

Dr. Hugh Rogers, Chairman, Data Processing and Technical/Engineering Related Programs, Valencia Community College

Mr. Richard Rietveld, Director, Theatre Entertainment Technology Program, Valencia Community College

Mr. Paul Garner, Director, Industry Services, Leon County School District

Dr. Tom Dunn, Principal, Lively Area Vocational Technical Center, Leon County School District

Business and Industry Representatives

Mr. Charles Walsh, Director of Human Resource Development and Training, Stomberg-Carlson, Lake Mary

Ms. Linda Miles, Training Manager, Time Customer Services, Tampa

Ms. Peggy Tyre and Ms. Diane Yates, Directors of Clinical Care, St. Joseph Hospital, Tampa

Ms. Carol Coburn, Director of Human Resources, Aluminum Fabricated Products, Perry

Ms. Sue Easton, Manager, Human Resource Development, Emerson Electric Company, Sanford

Mr. Norm Rice, Vice President and Studio Manager, Universal Studios, Orlando

Mr. Rick Lawson, Director, Human Resource Development, Universal Studios, Orlando

Mr. Rich Costales, Director of Operations, Universal Studios, Orlando

Mr. Dave Roy, Director of Human Resources, Marriott Bay Point Resort, Panama City

Mr. Jim Quintero, Manager, Training and Development, Sunshine Junior Food Stores, Panama City

State Agency Representatives

Mr. Robert Howell, Director, Division of Vocational, Adult, and Community Education, Florida Department of Education

Mr. Lanny Larson, Assistant Director, Division of Vocational, Adult, and Community Education, Florida Department of Education

Dr. Clark Maxwell, Executive Director, State Board of Community Colleges

Mr. Steve Mayberry, Director, Division of Economic Development, Florida Department of Commerce

Mr. Robert "Skip" Johnston, Director, Division of Employment and Training, Florida Department of Labor and Employment Security

Mr. Jesse Burt, Program Director, Industry Services Program, Division of Vocational, Adult, and Community Education, Florida Department of Education

Mr. Larry Taylor, Specialist, Industry Services Program, Division of Vocational, and Adult, and Community Education, Florida Department of Education

Dr. Sam Higgins, Specialist, Industry Services Program, Division of Vocational, Adult, and Community Education, Florida Department of Education

Mr. Ray Iannucci, Executive Director, Florida High Technology and Industry Coalition

Dr. Don Magruder, Administrator, Sunshine State Skills Program, Division of Community Colleges, Florida Department of Education

Dr. Jack Leppert, Director, Special Programs, Division of Community Colleges, Florida Department of Education

Dr. James Fling, Coordinator, Adult/Continuing Education and Community Service, Division of Community Colleges, Florida Department of Education

Mr. Robert Linn, Director, Taylor County Office, Florida Job Service

Other Agency Representatives

Ms. Margaret LaRoe, Vice President for Programs, Florida Chamber of Commerce

APPENDIX D

List of Interview Questions

INTERVIEW QUESTIONS

Interview Questions for Local Education Agencies

1. What, as you understand them, are the differences and similarities between the Industry Services and Training Program and Sunshine State Skills Program?

2. How do the Sunshine State Skills Program and Industry Services Training Program differ from your ongoing vocational supplemental and continuing education programs?

3. What is the relationship between the Sunshine State Skills Program and Industry Services Training Program and (a) JTPA? (b) Job Services? (c) apprenticeship programs?

4. Typically, how do you identify businesses and industries with specialized training needs (i.e., do you seek them out, do they come to you, are they referred by some other agency)?

5. In developing curricula and training materials for ISTP and/or SSSP training programs, have you been able to use curricula and instructional materials which were originally developed for your ongoing vocational program?

6. Are the instructors used for SSSP and ISTP programs typically (a) current employees of the LEA? (b) business/industry employees? (c) other persons hired on an adjunct basis?

7. Have curricula and instructional materials originally developed for use in an ISTP or SSSP program subsequently been used in an ongoing vocational course?

8. How are trainees selected for participation in SSSP or ISTP programs?

9. What kinds of data do you maintain on SSSP and ISTP program participants (i.e., name, sex, race, social security number, percent of participants completing program, subsequent employment status and wages, etc.)?

10. Are ISTP and/or SSSP participants reported for funding purposes as students in your ongoing vocational program?

11. What criteria do you use to evaluate the effectiveness of SSSP and/or ISTP programs?

12. Would you make any changes in the way the ISTP and/or SSSP are structured or administered?

13. Would the creation of regional business and industry services offices be helpful to you in responding to the training needs of the private sector? If yes, where should these offices be housed for administrative purposes (i.e., with PIC's, regional coordinating councils, chambers of commerce, community colleges, school districts, etc.)?

Interview Questions for Business and Industry

1. Does you company currently have an ongoing, in-house employee training program?

2. How did you learn of the existence of the SSSP and/or ISTP?

3. Why did your company choose to participate in an ISTP and/or SSSP training program?

4. What did your company contribute to the ISTP and/or SSSP program(s) in which you participated in terms of human and financial resources? What did the educational institution contribute? (NOTE: Ask specifically about instructor.)

5. How effective were the ISTP and/or SSSP training program(s) in which you participated? How did you evaluate these programs?

6. Can you suggest any changes in the ISTP and/or SSSP which would make these programs more effective?

7. What more should the state do to assure that adequate educational programs are available to train, retrain, and upgrade employees for your company?

8. Do the curriculum or training materials developed for your company as part of an ISTP or SSSP program contain proprietary information? If not, would you object to having this material used for training conducted in the future by the school district or community college?

9. Has your company had any other relationship with any educational institution to provide training for your employees?

APPENDIX E

Postsecondary Vocational Education Program Levels

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

Contact Person	
Name:	Dr. Patsy R. Agee
Phone:	SUNCOM 277-0426 904/487-0426

DVACE 90-01

January, 1990

M E M O R A N D U M

TO: Community College Presidents
School District Superintendents

FROM: Robert S. Howell, Director, Division of Vocational, Adult and Community Education

Clark Maxwell, Jr., Executive Director, Community College System

SUBJECT: Postsecondary Vocational Education Program Levels

The 1990-91 postsecondary vocational education program leveling list is attached for your use in the planning and reporting that is required for that year. Please make copies available to anyone on your staff who may have a need to use the information and is not covered by the distribution indicated under the cc:s on this memorandum.

As you are aware, all postsecondary vocational education programs must be advertised and reported by using the titles contained in this list. The level at which a program may be offered is indicated by the designation, postsecondary adult vocational (PSAV), postsecondary vocational certificate (PSVC), or postsecondary vocational (PSV -Associate in Science Degree).

Tallahassee, Florida 32399

Affirmative action/equal opportunity employer

If you have any questions or would like to have technical assistance provided to any of your staff relative to the use of the program leveling information, please call one of the following individuals:

Dr. Patsy R. Agee, Bureau Chief
Vocational Program and Staff Development
Florida Department of Education
904/487-0426 or SUNCOM 277-0426

Dr. Paul Parker, Bureau Chief
Programm Support Services
State Board of Community Colleges
904/488-0555 or SUNCOM 278-0555

RSH/pap
Attachment
CC: Commissioner Betty Castor
Mrs. Laurey Stryker
Occupational Deans
Local Vocational Directors
Area Vocational Center Directors
Regional Coordinating Council Chairs
Dr. William B. Proctor
Ms. Sunny Phillips
Mr. J. Barrie McHugh
Core Committee

1990-91
Leveling Core Committee Recommendations

PSAV - Postsecondary Adult Vocational (Vocational Credit)
PSV - Postsecondary Vocational (Associate in Science Degree)
PSVC - Postsecondary Vocational Certificate (College Credit)

Business Education
Vocational Program Area

CIP #	1990-91 Program Title	PSAV	PSV	PSVC	Principal Occupation	OES/DOT # or Industry Title
0507.040100	Office Management Technology		x		Office Manager	166.167-030
0507.040101	Office Supervision	x			Supervisor, Correspondence	249.137-018
0507.060301	Office Systems Specialist			x	Office Systems Specialist	219.362-010
0507.060300	Office Systems Technology		x		Manager, Office Systems	202.132-010
0507.060803	Phototypesetting Specialist	x			Phototypesetting Specialist	40041400
0507.070601	Postal Service Management		x		Mail Superintendent	20041200
0507.070700	Receptionist and Communication Systems Operation	x			Receptionist	237.367-038
0507.079902	Records Management		x		Records Manager	161.167-018
0507.079903	Records Specialist			x	Supervisor, Files	206.137-010
0507.060600	Secretarial	x			Secretary	40020200
0506.180101	Small Business Management			x	Small Business Owner	222.137-030
0506.180100	Small Business Operations	x			Supervisor, Business Operations	169.167-034
0507.060700	Stenographic	x			Stenographer	202.362-014
0507.060800	Word Processing	x			Word Processing Operator	208.382-010

SAMPLE

1990-91
Leveling Core Committee Recommendations

PSAV - Postsecondary Adult Vocational (Vocational Credit)
PSV - Postsecondary Vocational (Associate in Science Degree)
PSVC - Postsecondary Vocational Certificate (College Credit)

Health Occupations Education
Vocational Program Area

CIP #	1990-91 Program Title	PSAV	PSV	PSVC	Principal Occupation	OES/DOT # or Industry Title
0317.070300	Ophthalmic Assisting	x			Ophthalmic Assistant	Industry Title
0317.070100	Ophthalmic Dispensing		x		Dispensing Optician	299.474-010
0317.070301	Ophthalmic Technician		x		Ophthalmic Technician	Industry Title
0317.070400	Optometric Assisting	x			Optometric Assistant	079.364-014
0317.020600	*Paramedic			x	Paramedic	32508204
0317.069902	Patient Care Assistant	x			Advanced Nursing Assistant	Industry Title
0317.029901	Perfusionist		x		Perfusionist	32998216
0317.050700	Pharmacy Assisting (will be Pharmacy Technology in 1991-92)	x			Pharmacy Technician	66026437
0317.030100	Phlebotomy Technician	x			Phlebotomist	66099439
0317.081400	Physical Therapist Aide	x			Physical Therapist Aide	355.354-010
0317.081500	Physical Therapist Assisting		x		Physical Therapist Assistant	66017438
0317.060500	Practical Nursing	x			Licensed Practical Nurse	32505205
0318.110600	Psychiatric Technology	x			Psychiatric Technician	66014435
0341.020300	Radiation Protection Technology		x		Radiation Monitor	199.167-010

E-4

64

SAMPLE

65

1990-91
Leveling Core Committee Recommendations

PSAV - Postsecondary Adult Vocational (Vocational Credit)
PSV - Postsecondary Vocational (Associate in Science Degree)
PSVC - Postsecondary Vocational Certificate (College Credit)

Industrial Education
Vocational Program Area

CIP #	1990-91 Program Title	PSAV	PSV	PSVC	Principal Occupation	OES/DOT # or Industry Title
0615.080100	Aeronautical Technology		x		Research Mechanic	002.280-010
0647.020100	Air Conditiong, Refrigeration and Heating Service Technology	x			Air Conditioning and Heating Installer-Servicer	637.261-014
0615.050100	Air Conditioning, Refrigeration and Heating Systems Technology		x		Air Conditioning and Heating Technician	007.181-010
0649.010500	Air Traffic Control	x			Air Traffic Control Specialist	193.162-014
0647.060201	Aircraft Airframe Mechanics	x			Aircraft Body Repairer	807.261-010
0649.010200	Professional Pilot Technology		x		Commercial Aircraft Pilot	196.263-014
0647.060202	Aircraft Power Plant Mechanics	x			Aircraft Engine Mechanic	621.281-014
0615.010100	Architectural Design and Construction Technology		x		Construction Planner	Industry Title
0648.010200	Architectural Drafting	x			Architectural Drafter	001.261.010
0647.060300	Automotive Body Repair and Refinishing	x			Automobile Body Repairer	807.391-010
0647.060302	Automotive Detailing and Reconditioning	x			Automotive Detailer	Industry Title
0648.050301	Automotive Machine Shop	x			Automotive Machinist	600.280-034

SAMPLE

1990-91
Leveling Core Committee Recommendations

PSAV - Postsecondary Adult Vocational (Vocational Credit)
PSV - Postsecondary Vocational (Associate in Science Degree)
PSVC - Postsecondary Vocational Certificate (College Credit)

Marketing Education
Vocational Program Area

CIP #	1990-91 Program Title	PSAV	PSV	PSVC	Principal Occupation	OES/DOT # or Industry Title
0208.090202	Hotel and Lodging: Auditing and Posting Operations	x			Posting Clerk	216.587-014
0208.090200	Hotel and Lodging: Front Office and Cashiering Operations	x			Desk Clerk	40061603
0208.099900	Hotel and Lodging: Housekeeping Services	x			Housekeeper, Hotel and and Motel	70080616
0208.090201	Hotel and Lodging: Telephone Communication Techniques	x			Switchboard Operator/ Receptionist	40064803
0206.070100	Hotel/Motel Career Development	x			Manager, Hotel or Motel	187.117-038
0208.070300	Import-Export Marketing	x			Import-Export Agent	184.117-022
0208.100100	Insurance Marketing	x			Sales Agent, Sales Representative Insurance	30001005
0208.109900	Insurance Customer Service Representative	x			Customer Service Representative	Industry Title
0206.080100	Insurance Management		x		Manager, Insurance Office	186.167-034
0208.9999SP	Marketing and Distribution	x			Sales Clerk	290.477-014
0206.140100	Marketing Management		x		Sales Manager, Wholesale and Retail	20020800

E-6

SAMPLE

68

69

1990-91
Leveling Core Committee Meeting

PSAV - Postsecondary Adult Vocational (Vocational Credit)
PSV - Postsecondary Vocational (Associate in Science Degree)
PSVC - Postsecondary Vocational Certificate (College Credit)

Public Service Education
Vocational Program Area

CIP #	1990-91 Program Title	PSAV	PSV	PSVC	Principal Occupation	OES/DOT # or Industry Title
0715.050200	Air Pollution Control Technology		x		Pollution Control Technician	029.261-014
0710.010100	Audio-Visual Media Technology	x			Audio Visual Specialist	10242402
0743.010503	Bail Bonding	x			Bonding Agent	186.267-010
0715.020101	Civil Engineering Technology		x		Civil Engineering Technician	10081816
0743.010201	Correctional Auxiliary Officer	x			Correctional Auxiliary Officer	70100607
0743.010200	Correctional Officer	x			Correctional Officer	372.667-018
0743.010202	Correctional Probation Officer	x			Probation Officer	Industry Title
0743.019900	Criminal Justice Assisting	x			Police Aide	243.362-014
0743.010300	Criminal Justice Technology		x		Criminal Justice Manager Technician	Industry Title
0713.129901	Instructional Services Technology		x		Educational Technician	40065000
0715.059901	Environmental Science Technology		x		Environmental Technician	029.261-014
0743.020300	Fire Fighting	x			Fire Fighter	70100401
0743.020100	Fire Science Technology		x		Fire Officer	70100403
0713.100301	Interpreter Training Program for Hearing Impaired		x		Interpreter for the Hearing Impaired	137.267-014

79

71

E-7

APPENDIX F

Targeted Industrial Clusters

Targeted Industrial Clusters

Florida Department of Commerce

Information Industries

Office and Computing Equipment
Communication Equipment
Electronic Components
Information Services

Biomedical Industries

Bio-tech-based Pharmaceuticals
X-ray and Electro-Medical Apparatus
Surgical and Medical Instruments
Surgical Appliances and Supplies
Optical Instruments
Ophthalmic Instruments
"Export" Health Services

Aerospace and Defense Industries

Missiles and Space Vehicles
Aircraft and Parts
Ordnance and Accessories
Avionics
Computer-Driven Simulation
Laser Electro Optics

Instruments and Controls Industries

Industrial Controls
Engineering, Laboratory, Scientific, and Research Instruments and Associated Equipment
Industrial Instruments for Measurement, Display, and Control and Process Variables; and Related Products
Instruments for Measuring and Testing of Electricity and Electrical Signals Measuring and Controlling Devices, Not Elsewhere Classified

Tourism and Experience Industries

Amusement and Recreation
Hotel and Lodging
Motion Picture and Recording Production

Business and Financial Service Industries

Advanced Business Services
Advanced Financial Services

Apparel and Textile Industries

Apparel and Textile Products

Lumber, Wood Products and Furniture Industries

Lumber and Wood Products
Furniture and Fixtures (including plastic and metal)

Agriculture and Food Processing Industries

Biotech Agricultural Products
Food Processing
Agricultural Equipment Manufacturing and Distribution

Sports-Related Industries

Boat Building and Repairing
Sporting and Athletic Goods, Not Elsewhere Classified
Professional Sports Franchises
World-Class Sporting Events

Recycling Industries

Scrap and Waste Materials
Any Manufacturing Process Which Uses Recovered Material as an Input, For Example, Glass and Plastic Products.

November 1989